



**Hempsted Church of England Primary School**

**Policy for Special Educational Needs (SEND) and Disability**

***Growing Together in God's Love***

<b>Approved by: Full Governing Body</b>	<b>Date:</b> 6.3.24
<b>Last reviewed on:</b> 28/02/24 by SENDCo	
<b>Next review due by:</b> January 2025	
<b>Signed by:</b> <i>Ben Nash</i> 6/3/24	on behalf of the Governing Body



## Hempsted Church of England Primary School Christian Vision

### Growing together in God's Love

We will aspire to achieve our unique God given potential by 'living life to the full' (John 10:10). We will share an inspiring education underpinned by the strong Christian values of our community.

"I can do all things through God who strengthens me." Philippians 4:13:

#### **Our Mission Statement**

We will achieve our vision together by:

- Enabling our children to be happy, creative and successful learners who strive to be their best; truly celebrating everyone's unique abilities.
- Providing a broad, structured and challenging curriculum, reflecting our Christian beliefs, so that each child can flourish; spiritually, morally, socially, culturally and academically.
- Being an inclusive school where everyone can feel safe, hopeful and happy.
- Fostering self-esteem, dignity and respect, founded in our deeply Christian values.
- Placing our church school at the heart of our community. Being welcoming and working in partnership to nurture our families, 'Friends', the church and wider community.
- Developing our knowledge and understanding of the Bible and the Christian faith; the faith of others and the cultural values of the world.
- Structuring our Collective Worship with the children to understand our Christian values and live them in our daily lives.

**...the child grew and became strong; Jesus was filled with wisdom, and the grace of God was on him. Luke 2:40**

## INTRODUCTION

Hempsted Church of England Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school.

The most important aspect of Special Education is to instil in children the view that they are unique individuals, who have great worth and are loved by God for who they are and not for what they can achieve. As it says in Psalm 139v14:

*'I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.'*

Christ-centred teaching has as one of its primary aims, to teach students to develop and use the talents God has given them. This non-competitive attitude was expressed in the parable of the talents, where it was made clear that in God's eyes, the important thing is what an individual does with what has been given, rather than in competition or comparison with others. (Matthew 25v24)

As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, SENDCo and all other members of staff have important responsibilities.

The *Disability Discrimination Act* identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the *Disability Discrimination Act*. We will assess each child as required and make the appropriate provision, based on their identified needs.

## OTHER POLICIES

Inevitably, some children with SEND will also have needs that fall into other vulnerable groups e.g Free School meals – including pupils entitled to pupil premium funding, children who are 'looked after' by the local authority, those with child protection etc. Therefore this policy needs to be read in conjunction with other relevant policies. In some of these cases, all professionals involved will work as a '**Team Around the Child/Family**' and all protocols of confidentiality and consent to share will be strictly adhered to.

## OBJECTIVES

It has to be acknowledged that each individual child bears the image of God and has the unique potential to learn, grow and achieve. Tests or assessments should enlarge the staff's understanding of the individual involved.

- to ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- to enable pupils with SEND to maximise their achievements.
- to ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- to ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.
- to work in partnership with parent/carers to enable them to make an active contribution to the education of their child.
- to take the views and wishes of the child into account bearing in mind their age and understanding.
- to co-operate closely with other agencies where appropriate.

## **ROLES AND RESPONSIBILITIES**

### **The Headteacher:**

- has the responsibility for the day to day management of all aspects of the school's work, including the provision for SEND;
- Keeps the governing body fully informed of SEND matters in the school;
- Works closely with the SENDCo in ensuring that the needs of children with SEND are met.

### **Headteacher – Mr Richard Waller**

### **The Special Educational Needs and Disability Co-ordinator (SENDCo):**

- In collaboration with the Headteacher and governing body determines the strategic development of the SEND policy and provision in school to raise the achievement of children with SEND;
- Has responsibility for the day to day operation of the SEND policy;
- Co-ordinates provision for pupils with SEND through the Code of Practice and Graduated Pathway.
- Works closely with staff, parents, carers and other agencies to ensure appropriate provision for pupils with SEND.
- Is responsible for the induction and Performance Management of the Learnings Support Workers (TAs) who work with children with SEND;
- Meets regularly with the TAs and oversees and monitors the work they carry out;
- Oversees the records of all children with SEND;
- Analyses and assesses the needs of children with SEND with the class teacher;
- Monitors the quality of teaching of children with SEND and the standards of pupil's achievements;
- Contributes to the in-service training of staff;
- Monitors the writing of My Plans and My Plan Plus targets with the class teacher and attends these meetings where appropriate.

### **Special Educational Needs and Disability Co-ordinator – Mrs Ali Middleton**

### **The governing body:**

- In co-operation with the Headteacher, determines the school's general policy and approach to provision for children with SEND;
- Establishes the appropriate staffing and funding arrangements;
- Maintains a general oversight of the school's work;
- Takes all steps to ensure disabled children are not discriminated against in the school's admission arrangements, in the education exclusion and associated services provided by the school for its pupils or in relation to exclusions from school;
- Appoints the SEND governor to take particular interest in and closely monitor the school's work on behalf of the children with SEND and reports this back to the governing body regularly;
- Reviews and ratifies the SEND policy annually.

### **SEND Governor – Mr Paul Dewick**

### **All Teaching Staff:**

- Are responsible for identification and assessment of any children for whom they have concerns, which may indicate a special educational need and the notifying the SENDCo of their concerns;
- Are responsible for writing and reviewing My Plan and My Plan Plus targets for the children in their class, closely monitored by the SENDCo;
- Are responsible for teaching children with SEND in their class using appropriate strategies and materials;
- Maintain records to show the progress of children with SEND;
- Plan appropriate interventions and monitor impact, working closely with other staff including TAs.

### **Learning Support Workers:**

- Enable children to access the whole curriculum as far as possible;
- Support children individually on a given task, during whole class teaching and group work;
- Support work programmes or differentiated tasks with the class teacher;
- Work with children towards meeting their My Plan/My Plan Plus outcomes;
- Prepare materials to assist learning;
- Keeps records where appropriate;
- Contributes to and attends reviews where appropriate;
- Provides feedback and discusses children's progress with the class teacher and/or SENDCo.

## **ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION**

Mrs Ali Middleton is responsible for co-ordinating the provision for special educational needs throughout the school. This involves;

- Day to day monitoring of the SEND policy;
- Monitoring, evaluation and review policy and practise in SEND, including lesson observations, TA observations, pupil interviews, scrutiny of work and home/school dialogue;
- Monitoring year group provision maps, class tracking and ensure correlation between SEND register and intervention groups;
- Working in partnership with class teachers, TAs and parent/carers to manage the assess, plan, do, review cycle using Gloucestershire's Graduated Pathway – My Profile, My Plan, My Assessment/My Plan Plus, Education, Health and Care Plan (EHCP).

### **SPECIALIST PROVISION**

As a school we recognise that some children will experience emotional and social problems which can affect their school life and learning in particular. We seek to provide a safe and secure environment for those children.

We have one disabled toilet and a single storey site. Ramps have been constructed on most outside doors and the main entrance is level and accessible to all.

### **IDENTIFICATION, ASSESSMENT AND PROVISION**

The SENDCo is involved in scrutinising data, tracking pupil progress, attending My Plan Plus meetings and My Plan meetings (where appropriate) and working in partnership with teachers to raise any concerns related to individual or groups of pupils.

In accordance with the Special Educational Needs Code of Practice (2014), we have adopted a graduated response that encompasses an array of strategies to help children with SEND and where necessary, brings specialist expertise to advise on the difficulties a child may be experiencing.

The school aims to identify children with SEND as soon as their need arises. For children entering the Reception class, this process begins during the Summer term prior to their arrival, when contacts are made with all feeder pre-schools, requesting information about each child, including whether the child has any special educational needs and any issues which may be of concern. We also meet all new parent/carers to request any helpful information regarding the child's learning. Visits are made to pre-schools, where appropriate to discuss and observe the children who may have SEND. All this information, together with the child's records, helps to ensure suitable arrangements are in place for a child with SEND.

### **INITIAL CONCERN**

Following admission to the school, it is the class teacher's responsibility to monitor the progress of all of the children in their class and provide quality first teaching to ensure that the needs of the majority of the children are being met. All children will complete a 'My Profile' sheet which identifies their strengths and difficulties. If progress is a cause for concern, the teacher will use

various teaching methods and strategies with the child, including curricular access, use of adult support, targeted interventions and will discuss their concern with the parent/carers. If there is continued insufficient progress, the class teacher will discuss their concerns with the SENDCo, outlining the child's strengths, difficulties and needs, in addition to this they may complete a 'Cause for Concern' form. They will refer to assessment data, samples of work and any observations, to decide if further provision is required.

## **SEND PLAN ORGANISATION**

At Hempsted Church of England Primary School we have divided our SEND plans into 3 categories. Within these categories children will still be working at My Plan, My Plan + and EHCP level. Children will either have an education plan (solely educational targets) or a holistic plan (educational and social, emotional targets).

## **MY PLAN**

Following assessment of the child's needs, a 'My Plan' is drawn up by the SENDCo and class teacher in consultation with the parent/carer. This outlines the child's needs and the provision which the school is making. It sets outcomes for the child to work towards with the support of the parent/carer. At this stage the child will be taught all or most of the time in the classroom, supported through clear differentiation of work, flexible grouping or the TA working in the classroom. Sometimes specialist services and advice may be sought from external support services, for example, Speech and Language Therapy (SALT), the Advisory Teaching Service (ATS) or the Educational Psychologist (EP) and their advice will contribute to the My Plan.

These outcomes will be reviewed 3x yearly End of Autumn, Spring and Summer terms and meetings with the class teacher, TA (where appropriate), Parent/carer and Child (where appropriate) will be arranged to discuss progress and new outcomes. The SENDCo will be available to join in these consultations.

When the outcomes have been achieved and the child's needs can be met through quality first teaching and no additional support is required, then the child will be monitored by the normal procedures and will be removed from the SEND register.

## **MY ASSESSMENT/ MY PLAN PLUS**

Where progress remains insufficient, or the way forward is more unclear and complicated, additional specialist assessment and advice may be sought from external support services. In collaboration with the child, parent/carers, school and external agencies a 'Team Around the Child/Family' meeting is held and needs are recorded on a 'My Assessment' which takes into account all aspects of a child and family's life. In addition to this a more focused 'My Plan Plus' with outcomes is produced and these are reviewed more regularly than a My Plan.

The pupil will continue to be taught within the classroom for the majority of the time and targeted adult support will be given by a TA, teacher, or the SENDCo, often through small group and 1:1 as appropriate. There will be an increasingly individualised programme for the child within the context of an inclusive curriculum.

Often with a My Assessment it is the whole family who are involved and many of the interventions and support provided can be of a pastoral nature. Information gathering is conducted with great sensitivity and different approaches as the whole child is being looked at from a holistic point of view.

### **EDUCATION, HEALTH AND CARE PLAN (EHCP)**

For a minority of children, the help given by the school through a My Plan Plus may not be enough to enable sufficient progress. Where there is significant cause for concern, the school in consultation with the parent/carers and specialist external agencies may ask the Local Authority (LA) to initiate an EHCP assessment.

The LA will seek information about the child's difficulties at school, his/her progress and the provision already being provided by school and external agencies. On the basis of all this information, the LA will make a decision on whether an assessment is necessary. If a decision is made to go ahead with an EHCP assessment, the LA will seek parental, educational and psychological advice or advice from Social Care or other agencies involved with the child. Where possible, the views of the child are also ascertained.

Following a review of the information, the LA may decide to draw up an EHCP. The EHCP will detail the child's special educational needs and the provision the LA considers appropriate to meet the needs described. Outcomes and arrangements for monitoring progress will also be included. The provision may include specialist teaching time, TA time, specialist equipment or specialist support and advice for the teaching staff. The school aims to work closely with specialists involved in the support of children with EHCPs and to make the most of any additional resources provided.

All EHCPs must be reviewed at least annually. This ensures that the parent/carers, the pupil, the LA, the school and all the professionals involved, consider both the progress the pupil has made, whether any amendments are necessary and that the provision continues to be appropriate. We will write short term targets which will be reviewed termly in order to facilitate this.

### **ACCESS TO THE CURRICULUM**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges;
- Meet the pupils' diverse learning needs;
- Remove the barriers to learning and assessment;

With advice from and the support of the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge,



understanding and skills: where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Sometimes it is necessary for pupils to be withdrawn from the classroom to participate in more personalised curriculums which have been planned by their teachers. This provision may be provided by 1:1 or small group work. Withdrawal from the classroom to access the groups will be carefully timetables to ensure that the child does not miss out on any particular aspect of the curriculum on a regular basis over a long period of time.

### **ACCESS TO THE WIDER CURRICULUM**

In addition to the statutory curriculum the school provides a range of additional activities. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. Following a risk assessment all children with SEND attend school outings with the necessary support and are encouraged to take part in the full life of the school.

### **MONITORING AND EVALUATION**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by Headteacher, Senior Leadership Team and Subject Leaders;
- Analysis of the attainment and achievement of different groups of pupils with SEND, including the impact of interventions;
- Success rates of My Plan/ My Plan Plus outcomes;
- Scrutiny of teacher's planning and pupil's work;
- Reading ages;
- Termly discussions with the SEND governor and report written by SENDCo for governors;
- Monitoring of assessment data (e.g O Track) that illustrates progress over time;
- Deployment of TAs;
- Regular meetings between SENDCo, Class Teachers and Learning Support Workers.

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

### **PARTNERSHIP WITH PARENT/CARERS**

The school is fully committed to a partnership with parent/carers, which often begins before the children start school. Pre-school children come into the Reception class during pre-school visits with their parents and carers. Once the children have started school this partnership is continued. As a school we have a weekly 'Coffee and Chat' on a Tuesday morning where parent/carers can come and have some time to chat and do other activities. The SENDCo (Ali Middleton) works Monday - Wednesday and appointments can be made via the school office if parent/carers wish to

see her. Kate Subryan (Pastoral Team) is available daily and is often available on the playground before school. The SENDCo is also available to attend any parents' evening meetings if necessary. She will also be present at some of the termly My Plan and My Plan Plus meetings. At all times parent/carers' views and concerns are valued and respected, this two way dialogue is part of the day to day life of the school.

*Parent/carers are encouraged to make use of the services of SENDIASS (SEND information, advice and support service). This could be a consultation regarding possible solutions to disagreements or difficult situations, home visits, help with form completion or understanding of reports or attending meetings with parent/carers.*

## **ARRANGEMENTS FOR DEALING WITH COMPLAINTS**

At Hempsted Church of England Primary School we hope that all parent/carers would initially contact their child's class teacher with any concerns about SEND.

If you wish to speak to us about any concerns then please make an appointment either before or after school at a mutually convenient time.

Should you wish to speak to the SENDCo or Headteacher please contact them for an appointment.

Should the parent/carers wish to complain about any issue related to SEND, they should speak to the SENDCo and if they are unsatisfied with the outcome, they are invited to contact the Chair of Governors.

## **EVALUATING THE SUCCESS OF THIS POLICY**

This policy will be continually monitored, reviewed and evaluated against the aims and objectives set out in the policy, through rigorous self-evaluation by the SENDCo in liaison with the school's SEND governor and Headteacher. The SENDCo forms an action plan based upon the areas for development and produces termly reports for the governing body.

## **CONCLUSION**

Whatever assessments, provisions or changes are made, the most important consideration is to provide an environment in which the child feels secure, is accepted, experiences success and receives praise. Their self-concept will alter their self-confidence will grow and ultimately, their self-esteem will be enhanced. Always start from and build upon what a child can do. **'SUCCESS LEADS TO SUCCESS.'**

### **Policy reviewed by:**

Mrs Ali Middleton (SENDCo, Assistant Headteacher, Pastoral Care)

Mrs Kate Subryan (Pastoral Lead)

Mr Paul Dewick (SEND governor)