



Hartford Primary School

Special Educational Needs and Disability (SEND) Policy

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To be reviewed: 13th January 2022

Author: Helen Rowland and Megan Wheeler

Signature of Headteacher:

A handwritten signature in black ink, appearing to read 'Helen Rowland'.

Signature of Chair of Governors:

A handwritten signature in black ink, appearing to read 'Mike W'.

Hartford Primary School

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0–25 (July 2015)
- Children and Families Act DfE 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aim

Hartford Primary School is committed to providing a high quality education. We believe that all children are entitled to a broad and balanced academic and social curriculum that enables them to be fully included in all aspects of school life.

We aim to:

- Raise the aspirations of and expectations for all pupils with SEND, enabling all learners to make good academic, social and personal progress and reach their potential.
- Create an ethos of inclusive practice within the school ensuring that all members of the school community are valued as individuals and

are respected through equal opportunities in line with the Equality Act.

- Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- Ensure that lessons are stimulating and well differentiated to meet the needs of all students.
- Make sure that additional support is well targeted, both in-class support and withdrawal.
- Use the most appropriate resources to support learning.
- Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEND, to ensure that we are providing a high quality of educational opportunity and value for money.

Objectives:

- To ensure the Equality Act and relevant SEND and Codes of Practice and guidance are implemented effectively across the school.
- To ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that 'every teacher is a teacher of every child, including those with SEND'.
- To identify needs as they arise and to provide support as early as possible through continually monitoring the progress of all pupils.
- To provide full access to the curriculum through differentiated planning by class teachers, support staff and SENCOs as appropriate.
- To recognise, value and celebrate students' achievements at all levels.
- To foster active home-school partnerships and facilitate clear communication relating to SEND between all pupils, parents, staff, governors, and additional agencies.

- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils identified as Wave 2 and Wave 3.

Identifying Special Needs (What is a Special Educational Need?)

In the Code of Practice 2015 (point 6.28), SEN is divided into 4 types: L S E P

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism spectrum disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Mental and Emotional Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At Hartford we have clear processes to support children, including how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Disability

Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

The Code of Practice makes it clear that:

- . Behavioural difficulties do not necessarily mean that a child has a SEN and should not automatically lead to a pupil being registered as having SEN. ^[L]_[SEP]
- . Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. ^[L]_[SEP]
- . Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. ^[L]_[SEP]
- . Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN. ^[L]_[SEP] As a school we observe two key duties: ^[L]_[SEP]

We must not directly or indirectly discriminate against, harass or victimize disabled children. ^[L]_[SEP]

We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory it requires thought to be given in advance to what disabled children and young

people might require and what adjustments might need to be made to prevent that disadvantage. [SEP]

Our Accessibility Plan can be found on the school website (www.hartfordprimaryschool.com) under the 'Policies' heading. The plan is drawn up in accordance with the Equality Act 2010. It draws on the guidance set out in Chapter 4 of the Act to increase access to schools for people with disabilities. [SEP]

Special Educational Needs and Disability Information Report

We will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Details on the information required can be found in the Appendix and the Information Report is available on the school website in the Local Offer (SEN) section.

Identification, Assessment and Review (How is SEND support set up at Hartford?)

The Code of Practice outlines a graduated response to pupils' needs, recognizing that there is a continuum of need matched by a continuum of support. This response is additional to or different from the provision made as part of our usual differentiated curriculum and strategies. At all times the child's best interests are key to our practice.

At Hartford Primary School, Quality First Teaching is used in all lessons. The key characteristics of Quality First teaching (QFT) are:

- . highly focused lesson design with sharp objectives
- . high demands of pupil involvement and engagement with their learning
- . high levels of interaction for all pupils

- . appropriate use of teacher questioning, modelling and explaining
- . an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- . an expectation that pupils will accept responsibility for their own learning and work independently
- . regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. QFT, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through pupil self-assessment, lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, make termly assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress^[SEP]
- fails to close the attainment gap between the child and their peers^[SEP]
- widens the attainment gap

Our first response to less than expected progress is Quality First Teaching targeted at the children's areas of weakness. This can also include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs. Where we identify a pupil as having SEN, we seek to examine and take action to remove barriers to learning and put effective special educational provision in place. This SEN support is in the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as 'the graduated approach' and it draws on more detailed information about the child, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child.

Assess

In identifying a child as needing SEN support, the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. They draw on their assessment and experience of the pupil, the child's previous progress and attainment, the views and experience of parents, vitally, the pupil's own views and, if relevant, advice from external support services. We take concerns raised by parents seriously and endeavour to support the child at home as well as school, where possible.

Concerns are recorded on the class intervention trackers, Conversation Logs, Pupil Tracker Online (assessment system) and through the Nasen Initial Concerns form. As part of this information gathering process we also use information from Pupil Progress Meetings where the class teachers, SENCOs and the Headteacher and Deputy Head discuss children's progress.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the class teachers and SENCOs to help inform the assessments. Where professionals are not already working with school staff the SENCOs should contact them (with parental agreement).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCOs should agree, in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support and intervention provided is carefully selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Where appropriate, plans seek parental involvement to reinforce or contribute to progress at home. All teachers and staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the Intervention Trackers and SEND Profiles, which we ensure are SMART (Specific, measurable, achievable, relevant and timed).

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil.

Do

Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCOs support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on

the pupil's progress is reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the parents and the child. The evaluations then feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCOs, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. We feel that it is important that the children are involved in their learning and endeavour to include them wherever possible.

Where a pupil has an Education and Health Care plan (formally a 'Statement of Special Educational Needs), the local authority, in co-operation with Hartford Primary School, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

The monitoring of classroom practice by the Headteacher, Deputy Head, Key Stage Leaders and SENCOs

Analysis of pupil tracking data

Monitoring of procedures and practice by the SEND governor

School Self-Evaluation document

Local Authority moderation process and OFSTED inspection arrangements

Meetings of parents and staff, both formal and informal

Managing Pupil's Needs on the SEND Register (How do we support children with SEND?)

At Hartford Primary School all children on the SEND Register (WAVE 2 and 3) have a SEND Profile or an Education Health Care Plan, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact

with the child. Class teachers, parents, pupils and other professionals will all contribute to the SEND Profile.

The SEND Profile is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating SEND Profiles. These are then shared with everyone involved with the child. The SENCOs reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

Element 1 Funding: This is provided on a per-learner basis for all those attending the educating institution. Good Quality First Teacher will reduce the need for deployment of more expensive resources.

Element 2 Funding: Mainstream schools contribute the first £6,000 of the additional educational support provision for learners with SEN from their budget.

Element 3 Funding: Specialist or personalised level 'top-up' funding above Elements 1 and 2.

Funding arrangements

Funding for SEN in mainstream schools is mainly delegated to the school's budget (element 1 & 2). It is the expectation that schools provide support to their pupils with SEN from their SEN budget.

Where a pupil requires an exceptionally high level of support that incurs a greater expense, for example when a pupils needs are significant enough to warrant an EHCP, additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Specialist Support

We can involve specialists at any point to advise us on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Plan.

Where an assessment is agreed and consequently results in an Education, Health and Care Plan (EHCP) being issued (previously known as a Statement of Special Educational Need), the local authority must as a minimum, review this plan every 12 months in partnership with school.

Criteria for exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents are taken into account, as well as that of any other professionals involved with the child.

If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through our rigorous monitoring procedures and pupil progress meetings.

If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with our duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

Training and Resources

At Hartford, to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Half Termly staff meetings led by the SENCOs, staff who have accessed training or outside agencies ensure that the teachers and teaching assistants subject knowledge is current and subject knowledge is shared and developed.

Under the SENCOs, all teachers and support staff undertake induction on taking up a post and which includes a meeting with the SENCOs to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

Hartford Primary's SENCOs attend the Cheshire West and Chester SENCO network meetings in order to keep up to date with local and national updates in SEND as well as working closely with members of the Cheshire West and Chester SEN team and the SEND governor.

Transition

Transition for children with Special Educational Needs can be a sensitive and difficult experience for them. The key transition points identified at Hartford Primary School are: Early Years Foundation Stage to Key Stage 1, Key Stage 1 into Key Stage 2 and Key Stage 2 into Key Stage 3 (High School).

During these transition points, depending on the identified Special Education Need, the school will:

Meet with the parents to discuss what transition arrangements have been made and to discuss any parental concerns about transition.

Meet with relevant outside agencies, including the identified High School and decide on additional transition requirements. For example, these may include extra familiarisation days for children or meeting the relevant teacher in a smaller group.

Meet with teachers to discuss the SEND Profile for the child in detail.

We recognize that there are other transition points within school and will adopt any of the above procedures on a needs basis.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative (Julia Hughes) who takes particular interest in

this aspect of the school.

Governors ensure that:

The necessary provision is made for any pupil with SEND

All staff are aware of the need to identify and provide for pupils with SEND

Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils

The school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'

They have regard to the requirements of the Code of Practice for Special Educational Needs and Disabilities (2015)

Parents are notified if the school decides to make SEND provision for their child

They are fully informed about SEND issues, so that they can play a major part in school self- review

They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND^[SEP]

The Head Teacher is responsible for:

The management of all aspects of the school's work, including provision for pupils with special educational needs

Keeping the governing body informed about SEND issue

Working closely with the SENCOs

The deployment of all special educational needs personnel within the school with the SENCOs

Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school

as a whole

The special educational needs co-ordinators (SENCOs) are responsible for:

Overseeing the day to day operation of the school's SEND policy

Co-ordinating the provision for pupils with special educational needs

Ensuring that an agreed, consistent approach is adopted

Liaising with and advising other school staff

Helping staff to identify pupils with special educational needs

Carrying out assessments and observations of pupils with specific learning problems

Supporting class teachers in: devising strategies and completing their class intervention trackers, drawing up SEND Profiles, setting SMART targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom

Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process

Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents

Maintaining the school's SEND register and records

Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.

Contributing to the in-service training of staff

Liaising with the SENCOs in receiving schools and/or other primary and secondary schools to help provide a smooth transition from one school to the other.

Taking part in county SEN moderation

. Class teachers are responsible for:

Providing high quality teaching for all children (Quality First Teaching)

Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCOs, parents and pupil)

Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.

Retaining responsibility for the child, including working with the child on a daily basis

Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.

Directly liaising with parents of children with SEND

Class teachers, in partnership with the SENCOs, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCOs will liaise with the class teacher and Key Stage Leads to assess pupils' eligibility for access arrangements.

Teaching Assistants (TAs) should:

Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND 

Use the school's procedure for giving feedback to teachers about pupils' progress. TAs work as part of a team with the SENCOs and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Intervention Trackers, SEND Profiles and monitoring progress.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the SENCo office; these cabinets are kept locked. SEND records will be passed on to a child's next setting when he or she leaves Hartford Primary School. The school has a Confidentiality Policy which applies to all written pupil records.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase -over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Hartford Primary School's Accessibility Plan which can be found on the school website under the "Policies" tab.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

Linked Policies and Documents

Accessibility plan,

Behaviour policy^[L]_[SEP]

Complaints procedure^[L]_[SEP]

Confidentiality policy^[L]_[SEP]

Data Protection policy^[L]_[SEP]

Equality Plan and Objectives

Administration of medicines and supporting children with medical needs policy

Reviewing the Policy

This policy will be reviewed by governors on an annual basis.