

**Hempland**  
Primary School

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

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Member of staff responsible:	Aimee Wilkinson

# **Hempland Primary School**

## **Special Educational Needs and Disability Policy**

### **Compliance**

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (June 2014) 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 (June 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
- ☒ Section 69 of the Children and Families Act 2014

### **Introduction**

This policy was reviewed and updated in line with the Special Educational Needs and Disability Code of Practice 0-25 2015 (SEND COP 0-25 2015).

At Hempland, all children have access to a broad and balanced curriculum. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children.

Class teachers are responsible and accountable for the progress for and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND COP 0-25 2015 6.36).

### **Identification of Children with SEND**

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. We recognise the benefits associated with early identification and making effective provision.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. (SEND COP 0-25 2015 6.20).

A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. (SEND COP 0-25 2015 6.15)

The four broad areas of need identified in the Special Educational Needs and Disability Code of Practice 0-25 2015 (6.28-6.35) are:

- i) Communication and interaction
- ii) Cognition and learning
- iii) Social, emotional and mental health difficulties
- iv) Sensory and/or physical needs.

Children may experience difficulties in one or more of these areas. A child who is identified as having SEND is placed on the school’s SEND register.

**Level of SEND**

We use the City of York ‘Banding Thresholds’ which describe good practice and examples of provision across all areas of need. The threshold documents are available on the City of York council website.

[https://www.york.gov.uk/info/20166/special\\_educational\\_needs\\_and\\_disabilities/1445/banding\\_thresholds](https://www.york.gov.uk/info/20166/special_educational_needs_and_disabilities/1445/banding_thresholds).

They are also used by the City of York in their Local Offer to describe what is expected to be available locally for children, young people, and young adults aged 0-25 with SEND.

Band 0	Needs are well met through appropriate differentiation of the task, outcome and teaching style in a mainstream classroom.
Band 1	Identified needs which are highlighted to all staff with advice on support strategies provided and monitored by SENDCo/SLT. Children are likely to be identified for targeted intervention. Children may have an Individual Education Plan (IEP) to plan, record and review the SEND support arrangements in place.
Band 2	Identified needs that require additional specific provision and there may be a co-existence of secondary needs. At Level 2, the school may be seeking advice and support from other agencies for example, from health or social care. At this stage, the range of support provided may be coordinated through the use of a ‘My Support Plan’ which clearly identifies agreed actions/outcomes and which is reviewed on a regular basis.
Band 2B	Needs that have been assessed as requiring highly specialist teaching and provision. At this stage, the range of support provided is coordinated through the use of a ‘My Support Plan’ which clearly identifies agreed actions/outcomes and which is reviewed on a regular basis.
Band 3	From band 3 onwards there will be increased multi agency involvement. Significant primary needs and/or complexity of other needs, which impact on progress and which require long term involvement of education and non-educational professionals as part of statutory assessment and/or Education & Health Care Plans (EHCP).
Band 4A	A range of significant issues and an accumulation of layered needs, which could include mental health; relationships; behavioural; physical; medical; Sensory; communication and cognitive issues.
Band 4B	As above, but with a personalised package of support requiring specialist teaching through an Enhanced Resource Provision.

**Aims & Objectives**

The aims and objectives of this policy are:

- To ensure needs are identified at the earliest point and effective provision is made. (SEND COP 0-25 2015 6.14).
- To ensure that the identification of SEND is built into our approach to monitoring progress and development of all pupils. (SEND COP 0-25 2015 6.5)
- To ensure that the fundamental principles of the SEND COP 0-25 2015 (Section 1.1) are fully implemented throughout the school, taking into account:
  - i) the views, wishes and feelings of the child or young person, and the child’s parents

- ii) the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions and
- iii) the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- To ensure that the school complies with: the Children and Families Act 2014; The Equality Act 2010; The Special Educational Needs and Disability Regulations 2014; the SEND and Disabilities Act and the Special Educational and Disability code of practice 0-25 years 2015.
- To provide effective provision to enable pupils with significant needs, including those with Education Health and Care Plans (EHCP), to access the curriculum at their level and make maximum progress during their time at Hempland.

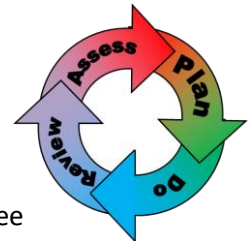
### **Special Educational Needs Support**

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. (SEND COP 0-25 2015 6.44).

We work closely with parents to set clear outcomes and review progress, identifying the responsibilities of the parents, the pupil and the school.

#### **The Four-part Cycle:** (SEND COP 0-25 2015 6.45 – 6.56)

- i) **Assess** – analyse needs and gaps in learning using established school assessment procedures, involving other professionals from the specialist teaching team, health or social services if necessary.
- ii) **Plan** – decide what adjustments, interventions or support needs to be put in place in and agree expected impact on progress. Parents will be formally notified at this stage.
- iii) **Do** – the responsibility for working with the pupil on a daily basis continues to be the responsibility of the class teacher. Teachers work closely with teaching assistants in order for learning to be linked to class teaching.
- iv) **Review** – the effectiveness of the support and the impact on progress, involving the pupil and parents. Pupils with EHCP will have their plan reviewed, as a minimum every twelve months. However, school endeavours to hold interim meetings termly.



This process is monitored through the SEN document in place for a child. IEPs are reviewed each term by class teachers along with parents and pupils. Pupils with a MSP or EHCP Plan have their targets reviewed each term in a joint meeting with the parents, SENDCO, class teacher and any other contributing professionals.

### **Roles & Responsibilities – Who will do what?**

#### **The School will:**

- Track progress through pupil progress meetings and share concerns with parents to facilitate early identification of pupils with SEND, taking into account what is expected for a child at that stage of development.
- Ensure the needs of all pupils are being met effectively through personalised learning and by using the Assess, Plan, Do, Review Cycle.
- Listen to the viewpoints of pupils (where appropriate) and parents and involve them in decision making at all levels.
- Provide Continuing Professional Development (CPD) opportunities for all staff to enable an improvement in provision for pupils with SEND.

- Work closely with the Local Authority and other Outside Agencies including Educational Psychologist (EP), Child and Adolescent Mental Health Services (CAMHS), Specialist Teaching Teams (STT) and Therapists.

The Class Teacher will:

- Regularly assess children using school procedures, in order to identify gaps in learning and track progress.
- Be alert to emerging difficulties and respond early.
- Plan differentiated whole class lessons taking account of needs and areas of weakness, including those of pupils working below National Curriculum standards.
- Be fully accountable for pupil progress through Pupil Progress Meetings and Teacher Appraisal.
- Use Learning Mentoring to involve pupils in a discussion about their progress.
- Provide guidance for intervention groups, taking responsibility for outcomes and use outcomes to inform future planning.
- Keep records of additional and different provision and interventions.
- Work closely with support staff, including teaching assistants, in order to link support and interventions to class teaching.
- Take into account advice provided by the SENDCo or other outside agencies in developing resources, teaching strategies or approaches.
- Review and update each child's Individual Education Plan (IEP) once a term, meeting with parents and pupils to decide outcomes.
- Provide information for, and take part, EHCP or MSP Review meetings as required.

Teaching Assistants will:

- Support the delivery of high quality, differentiated teaching in the classroom, working in partnership with the class teacher.
- Actively promote the development of independent learning skills and resilience.
- Deliver interventions under the guidance of the class teacher or SENDCo.
- Select and prepare appropriate resources under the guidance of the class teacher or SENDCo.
- Provide feedback on pupils' responses and progress, suggesting adapting work plans as appropriate.
- Provide specialist support for pupils as appropriate.
- Have access to Continuing Professional Development (CPD).

The SENDCo will:

- Be a qualified teacher working at Hempland Primary School. Miss Aimee Wilkinson is the school's designated SENDCo.
- Hold, or be working towards, the NASENCO Award.
- Collaborate with the Headteacher, Mrs Abbie Innes, and the designated SEND Governor (Mrs Sally Weyman) to determine the strategic development of SEND provision within the school.
- Work with teachers to ensure early identification of specific needs.
- Have day-to-day responsibility for the operation of the SEND policy and co-ordinate provision.
- Organise and plan for regular meetings to review EHCPs or MSPs as needed.
- Liaise with and advise Class Teachers, Learning Support Assistants and Teaching Assistants on provision.
- Liaise with outside agencies to ensure that pupils with SEND receive support and high quality teaching.
- Co-ordinate provision for pupils with SEND.
- Liaise with parents of pupils with SEND.
- Liaise with early year's providers, other schools, EP's, health or social care professionals and independent or voluntary groups.
- Be a key point of contact with external agencies, including the Local Authority and its support services.

- Liaise with potential next providers of education to ensure smooth transition procedures are in place for pupils and their families.
- Work with the Headteacher and Governors to ensure that the school meets its responsibility under the Equality Act (2010).
- Ensure all documentation and records relating to pupils with SEND are kept up-to-date and adhere to GDPR guidelines.
- Monitor the effectiveness of the provision and evaluate the effectiveness of the policy.

**The School's Governing Body will:**

- Ensure all procedures are carried out in accordance with the 2015 Code of Practice and the 2010 Equality Act
- Identify a Governor to have specific oversight of the school's provision for SEND. This Governor is Mrs Sally Weyman.
- Be fully aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- Understand and support the principles and practices outlined in the SEND Code of Practice 0-25 years (2015).

**The Head teacher will:**

- Ensure that planning, teaching and learning are monitored to ensure the different needs of the pupils are being met.
- Discuss the progress of pupils with SEND at Pupil Progress meetings which take place with teachers
- Discuss the progress and levels of need of pupils with SEND at Planning Meetings with the SENDCo, Educational Psychologist and other relevant external agencies regularly.
- Oversee the allocation of human and financial resources to ensure the needs of pupils with SEND are being met.

**Pupils will:**

- Be encouraged to give their views whenever it is appropriate e.g. When reviewing EHCPs, MSPs or IEPs
- Be encouraged to say what they are good at and what helps them to learn
- Be given opportunities to say what they want for the future.
- Participate in their learning by taking part in setting their own targets through termly Learning Mentoring meetings.

**Parents will:**

- Be consulted and given opportunities to share their views and be an integral part of the ongoing Assess, Plan, Do and Review process.
- Use available guidance from staff to support their child at home.

**Admission Arrangements**

All children with special educational needs have the right to be educated in a mainstream school. Hempland Primary School strives to be a fully inclusive school; all pupils are welcome, including those with special educational needs, in accordance with the LA admission policy.

## **Complaints Procedure**

At Hempland our policy promotes the participation of parents of children with special educational needs in all stages and decision-making. Should there be any complaint, however, about SEND provision, the following procedure should be adopted:

1. Parents/carers are encouraged to discuss concerns with the class teacher in the first instance.
2. In the unlikely event that an appropriate outcome cannot be reached, parents are encouraged to refer to the school Complaints Procedure which can be found on the school website.

## **Guidance**

York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEND) and Disability and related health and social care issues. Contact details are available on the City of York Council website. [www.york.gov.uk](http://www.york.gov.uk)

This policy should be read in conjunction with the following policies and information shared on the school website:

1. Equality, Diversity and Inclusion Policy
2. Equality Information Objectives
3. Positive Behaviour Policy

Reviewed September 2022 by Jill Le Pla, SENDCo