



Special Educational Needs and Disability (SEND) Policy

Adopted by Hunslet Moor Primary School Governing Body in November 2014

(To take account of the new SEND code of Practice 2014)

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Next Review **Due for review September 2020**

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2014) 3.65 and has been written with reference to the following guidelines and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0–25 (2014)
- School SEND Information Report Regulations (2014)

INCLUSION STATEMENT/MISSION STATEMENT/PRINCIPLES

The staff at Hunslet Moor Primary School are committed to the inclusion of all pupils. We therefore:

- Provide an environment which enables every child to be safe and healthy.
- Every teacher is a teacher of every child or young person including those with SEND.
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

DEFINITIONS

The Children & Family Act (2014) - **PART 3** Children and Young People in England with Special Educational Needs or Disabilities, states that, 'children have **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them', section 20 (1).

A child of compulsory school age or a young person has a **learning difficulty or disability** if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (section 20 (2)).

"All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best;*
- *become confident individuals living fulfilling lives; and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training".*

Improving outcomes: high aspirations and expectations for children and young people with SEND
(SEND Code of Practice, part 6, 6.1)

DISABLED CHILDREN AND YOUNG PEOPLE

Many children and young people who have SEND 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’.

Special Educational Needs Code of Practice, 2014

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

Taken from the: Special Educational Needs Code of Practice, 2014

BASIC INFORMATION ABOUT THE SCHOOL’S SPECIAL EDUCATIONAL PROVISION

Objectives of the Policy

- This policy works within the guidance provided in the SEND Code of Practice, 2014.
- Parents are involved as Partners.
- All pupils at Hunslet Moor Primary School are entitled to access a broad, balanced and relevant curriculum whatever their individual needs may be.
- To identify and provide for pupils who have special educational needs and additional needs.
- All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- To provide support and advice for all staff working with SEND pupils.
- All pupils with SEND are fully included in the educational and social life of the school.
- The school will work in partnership with outside agencies/schools.

Responsibility for Co-ordination of SEND Provision

- The Governing Body, in co-operation with the Headteacher, is responsible for the school’s general policy and approach to provision for pupils with SEND and reports annually to parents on the school’s policy on SEND.
- The SEND Governor is **Mr Jason Waddington**.
- The Headteacher has responsibility for the day-to-day management of all aspects of SEND provision.
- The Special Educational Needs Co-ordinator (SENCo), working closely with the Headteacher, has responsibility for the day-to-day operation of the school’s SEND policy and for co-ordinating provision for pupils with SEND.
- The SENCo is **Fran Sorbie**
- The Designated Safeguarding Lead is **Kerri Kassabian**.
- The Deputy Designated Safeguarding Leads are: **Hannah Darley & Simon Crawford**.

Arrangements for coordinating SEND Provision

The SENCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on individual SEND Support Plans (SSP) or Provision Plans.
- Oversee the records of all pupils with SEND.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND.
- Monitor the quality of teaching and learning and work regularly with colleagues and pupils to set targets for improvement.
- Liaise and work with parents and carers of pupils with SEND on a regular basis.
- Liaise with external agencies in matters relating to pupils with SEND, including annual reviews of Education Health Care Plans (EHCP).
- Liaise regularly with the SEND Governor (Mr. Jason Waddington), discussions to be in line with the **Leeds GSS guidance document – governors’ specific roles (as updated from time to time)**.
- Update and obtain resources as necessary.

Admission Arrangements

- Children who are Looked After (CLA) are admitted into school as a priority.
- SEND children with an Education, Health and Care Needs Assessment are also given first priority admission if they have named our school within the EHCP. This will be in discussion with the Headteacher and the Local Authority (the school has 15 working days to respond in writing).

There is an Equal Opportunities Policy, which is followed to provide equality of opportunity for all children.

Specialist SEND Provision

- Hunslet Moor Primary School and the SENCo work closely with outside agencies as and when appropriate, including the Educational Psychologist, SENDIASS, SaLT, Special Educational Needs Inclusion Team (SENIT), Behaviour Support Workers, and The Area Inclusion Partnership (AIP).

Facilities for pupils with SEND or who are disabled

There is wheelchair access to most areas of the school. The school is on three levels and there is a lift to access all floors so that there is access to all classrooms, the hall and breakout rooms. There are disabled access toilets on each floor. Some staff have specific expertise in supporting children with SEND/disabilities, and where necessary, additional training and support for SEND Support Workers and Teaching Assistants (TA) is sourced.

The current Disability Equality Scheme (DES) Action Plan includes action on:

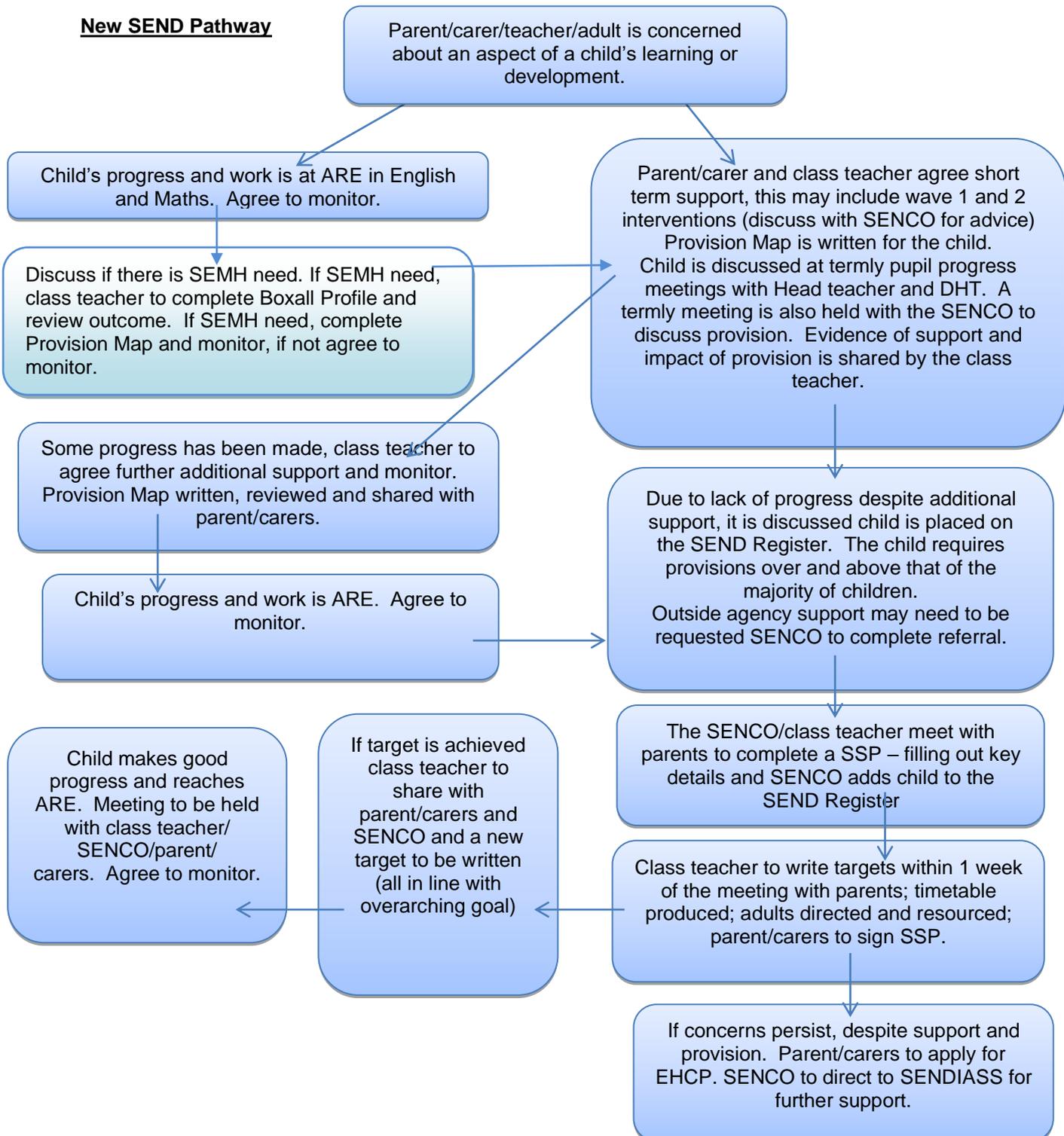
- Physical access
- Curriculum access and delivery
- Provision of information for disabled members of the school community
- Staff awareness of disability issues.

See DES Plan.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We aim to ensure that all children's needs are met in school and the budget is used effectively to enable us to achieve this aim. Our school receives a notional inclusion budget that is spent on providing extra adult support in the classroom where appropriate and additional resources, dependent on the specific needs of the children. For children with more complex needs, school can apply for FFI funding to ensure that their needs are met. The Senior Leadership Team and SENCo will decide on the most appropriate type of support for individual children. For example, a child with behavioural needs may need full time support provided by a 1:1 Teaching Assistant or equally a child may require a specific intervention to be delivered three times a week for a given amount of time.

New SEND Pathway



The new SEND pathway allows parent/carers and the staff of Hunslet Moor to have a clear pathway in the early identification of SEND and the support process, and clearly shows what process to take if they are concerned about an aspect of a child's learning or development. This pathway has been written in compliance with the SEND Code of Practice (2014) Assess, Do and Review.

ASSESS, DO, REVIEW (Code of Practice 2014)

- The SENCO co-ordinates the identification, assessment and monitoring of pupils with SEND through the SEND Pathway.
- A meeting with parents and class teacher will be made to discuss concerns before deciding the appropriate wave of support needed.
- There are 2 layers of SEN support if a parent/carers or staff member is concerned about a pupils' learning or development:
 - **Layer One:** Identified pupils' will have an individual Inclusion Provision Map (**PM**) written by the class teacher. This will outline the pupils' area of need (**cognition and learning; communication and interaction; sensory and or medical; and social, emotional, behavioural**), what support is currently in place and what will be implemented. A review date will be set with parent/carers to monitor outcomes and next steps. If lack of progress despite additional support is identified, it will be discussed if the pupil is placed on the SEND Register (meaning that the pupil requires provisions over and above that of the majority of children within the class).
 - **Layer Two:** Identified pupils' will have a new SEN Support Plan (**SSP**) The new SSP will be divided into 5 sections (**All about me; My Special Educational Need; My SEN support Chronology; My agreed SEN Support Plan; My SEN Support Plan reviews; and Appendices**). The plan will outline expected outcomes, specific strategies and interventions and who will be delivering and when. The SENCO/class will meet with parent/carers to complete the SSP and the key outcomes/targets must be written by the class teacher within 1 week of the meeting. **PLANS MUST BE SHARED AND SIGNED BY ALL.**
- A pupil CANNOT be added to the school SEND register unless the above meeting has taken place.
- There are clear, well-communicated criteria for placing pupils on the school SEND register (SEND Pathway).
- Pupils who are identified as having SEND and are receiving support that is 'additional to or otherwise different from the educational provision made generally for children of their age' are recorded on the school SEND register.
- Meetings will be held with parents regularly throughout the school year to review and evaluate progress/needs linking to section 5 of the SSP (Assess, Do, Review).
- Pupils' who are receiving other intervention/booster work, including intervention, are recorded on the Inclusion Provision Map.
- SEN Support Plans (SSP) will be used to plan programmes and monitor and review progress for those on the SEND register in line with the guidance in the SEND Code of Practice (COP), 2014.
- There is administrative time set aside for the SENCO to effectively co-ordinate the tracking, recording and communication of high quality SEND pupil information. This is evaluated and used to inform the SEND policy and practice across the school.
- Staff are kept informed and updated about all SEND issues and pupils on the SEND register through termly review meetings with the SENCO and information sharing at staff meetings and Inclusion Teaching & Learning Review (TLR) meetings.
- According to the Special Educational Needs and Disability Regulations 2014 on SEND, the arrangements for assessing and identifying pupils as having SEND have been agreed and set out as part of the Local Offer. This can be accessed on the school website.
- There are annual reviews for those children with an EHCP (if the pupil is below the age of 5 the reviews must be held every 6 months).

Access to Curriculum

We are committed to the principles within the National Inclusion Statement in that we always strive to:

- Set suitable learning challenges;
- Respond to pupils' diverse and individual needs; and
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with SEND can be flexible and is differentiated according to need. Teachers, TAs, SEND Support Workers, etc. work together to maximise effective access.

Inclusion of Pupils with SEND

It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

In line with the Equality Act 2012, we endeavor to:

- Eliminate unlawful discrimination, harassment and victimization;
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups.

Evaluating the Success of Provision for Pupils with SEND

The Governing Body, in partnership with the SENCO and other colleagues, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets;
- Evaluate the impact of tailored provision and programmes of study;
- Analyse attendance and exclusion data for pupils with SEND; and
- Monitor progress against SEND priorities in the School Development Plan and SEND Action Plan.

The Local Offer

'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available'.

(SEND Code of Practice, 2014)

At Hunslet Moor Primary School, our Local Offer was published on our website (www.hunsletmoor.co.uk) on the 1st September 2014 in line with current legislation. It is updated once a year, outlining provisions for pupils with a special educational needs at the school.

Complaints Procedure

The school has well established procedures for dealing with parental complaints. These are outlined in the Complaints Policy & Procedure (a copy of which can be accessed via the school's website or from the School Office). Parents who feel they have a complaint should approach the class teacher in the first instance, followed by the SENCO and the Headteacher. If they remain dissatisfied, then the complaint should be taken, in writing, to the Governor with responsibility for complaints, **Mrs Minnie Rahman**.

INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

In-service Training

We regularly self-evaluate our Inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Development Plan.

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of the pupils.

In-house or agency training is arranged as prioritised in the School Development Plan or Action Plans as listed above.

Links to Support Services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision. Links and partnerships are developed with Leeds City Council Children's Services and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

Working in Partnership with Parents (SENDIASS)

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. We will endeavor to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. <http://www.leedsSENDdiass.co.uk>). A referral to this service can be made by the SENCO or parent/carer.

Links with Other Schools

We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools. We particularly endeavor to facilitate a smooth transition for any pupil with SEND joining or leaving the school and prompt transfer of records/information.

SUMMARY

At Hunslet Moor Primary School we believe that inclusive education is a human right, and it is beneficial to the child's social, emotional and intellectual development. We are an inclusive school and strive to meet the needs of all our children, including those with SEND or a disability, by ensuring that they have full access to all aspects of school life in order to achieve their full potential. Our school is committed to safeguarding and promoting the wellbeing of all children, and we expect our staff and volunteers to share this commitment.

Our SEND Policy aims to raise the aspirations of and expectations for all pupils with SEND, it provides a focus on outcomes for children and young people and not just hours of/provision and support.

Glossary:

SEND – Special Educational Needs and Disability

PM – Provision Map

SSP – SEN Support Plan

Wave 1 Intervention – Inclusive first quality teaching for all.

Wave 2 Intervention – Additional interventions to enable children to 'close the gap' and to support children work towards/reach age related expectations or more.

Wave 3 Intervention – Additional highly personalised individual intervention (1:1 key worker; individualised planning; FFI Funding; accessing additional provisions; and working with an outside agency, etc.)

REF: Policy for SEND

Reviewed: June 2019