

# Hutton Rudby Primary School

## SEND Policy and Information Report



Last reviewed on: June 2023

Next review due by: June 2024

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## 1. Vision

We welcome and value every child to Hutton Rudby Primary School. This policy is underpinned by the core belief that all children and young people in Hutton Rudby Primary School belong to our community and as such all share the same rights to membership of that community and to a quality education. It is our fundamental task to enable each child to develop to their full potential. This task we share firstly with parents in partnership and also with all other professional agencies which may be concerned with a child's well-being.

At Hutton Rudby Primary School we understand that children develop and learn at different rates, and we celebrate the fact that every child is unique. CHILD is at the centre of everything we do; the whole child, and that includes children with SEND. Our school vision is centred around the CHILD:

C – Culture and Community  
H – Healthy Body & Mind  
I – Individual Excellence  
L – Lifelong Learners  
D – Determination

We believe that all children are entitled to full access to a high quality, broad and balanced curriculum that is appropriate to their needs. We are committed to making reasonable adjustments to ensure that each individual child and their needs are considered.

We are ambitious and have high expectations for all children and believe that every child should be given the opportunity to succeed. We have a whole school approach to inclusion, woven throughout the curriculum, removing barriers to learning and encouraging participation. All children access the broad and balanced curriculum we deliver, with subject leaders ensuring that every subject taught is accessible to all learners.

Every teacher is a teacher of SEND and all staff members have a commitment to ensure children with SEND are part of our community.

## 2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## 3. Definition of Special Educational Needs and Disabilities

A child is defined as having Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) Has significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

## 4. Roles and Responsibilities

### 4.1 The SENCO

The SENCO is Hannah Clark

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEND up to date

## 4.2 The SEND governor

Our SEND governor is Andrea Offord.

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## 4.3 The Headteacher

The headteacher will:

- › Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND

## 4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

## 5. SEND Information Report

Please see the attached Information Report for Parents for a more detailed overview of what we offer at Hutton Rudby. Below is a brief overview.

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We work through a graduated response to each child's needs. Support will be built up over time in order to respond to each individual most effectively.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

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- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

Teaching assistants will support pupils on a 1:1 basis or in small groups when appropriate.

## **5.9 Expertise and training of staff**

Our SENCO has 3 years' experience in this role and has worked as a SEND class teacher in previous roles. Our SENCo is currently working towards completing the NASEN qualification award.

They are allocated 0.5 days a week to manage SEND provision.

We have a team of 7 teaching assistants, including 1 higher level teaching assistant (HLTA), who are trained to deliver SEND provision.

## **5.10 Securing equipment and facilities**

We ensure equipment and facilities meet the needs of all our SEND pupils. All pupils have access to laptops and/or iPads, streamer microphones are used to support children with hearing impairments, equipment such as specialist pens and pencils, writing slopes, ear defenders, wobble cushions etc. are available and additional working/calming spaces are created for individual use where possible.

## **5.11 Evaluating the effectiveness of SEND provision**

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children.
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil voice interviews to evaluate the effectiveness of our provision.

The governing body evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEND.

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day, school plays etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.13 Support for improving emotional and social development**

At Hutton Rudby all adults are involved in the emotional and social development of children. We have a number of staff who support both individual and groups of children throughout school regarding their emotional and social needs. All of our staff have received the Compass Buzz Level 1 Mental Health and Wellbeing Training. Our SENCo, Miss Clark has received the Level 2 & 3 Mental Health and Wellbeing Training which covers early identification of need and early help and intervention.

Mental Health and Wellbeing forms part of our PSHE curriculum and is discussed regularly in the classroom environment. Each class has an emotional registration board where children can check in and register their emotion for the day to ensure children are developing their emotional literacy.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of lego and chess/games club to promote teamwork/building friendships
- Mental health and wellbeing forms part of our PSHE curriculum and is discussed regularly in the classroom environment.
- Each class has an emotional registration board where children can register their emotions throughout the day.

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

Sometimes it may be helpful for school to request some additional support from an outside agency. Hutton Rudby Primary School has established excellent working relationships with professionals from various different agencies. Professionals who may be involved in your child's learning journey are;

- Speech and Language Therapists.
- Local Authority SEND Hub
- Specialist Teachers from the Local Authority
- Healthy Child Team
- Prevention Services
- Sensory, Physical and Medical Team
- Physiotherapist
- Occupational Therapist
- Paediatrician

#### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If you are a parent or carer of a SEND child and have reason to complain about part of your child's education or the action of another adult, please click on the link below to access the North Yorkshire County Council SEND information website on what to do if you are unhappy and wish to make a complaint. The Headteacher should be informed in all instances of a complaint being made.

<https://www.northyorks.gov.uk/send-complaints-about-school>

#### **5.16 Contact details of support services for parents of pupils with SEND**

Compass Phoenix are available to support pupils struggling with emotional wellbeing and mental health. Further information and support request forms can be found at [North Yorkshire \(Compass Phoenix\) compass-uk.org](http://North Yorkshire (Compass Phoenix) compass-uk.org)

NYCC special educational needs and disabilities advisory and support service can be accessed at [SENDIASS North Yorkshire](http://SENDIASS North Yorkshire)

#### **5.17 Contact details for raising concerns**

If you have any questions or concerns please feel free to contact our SENCo – Hannah Clark via email [hclark@huttonrudby.n-yorks.sch.uk](mailto:hclark@huttonrudby.n-yorks.sch.uk)

## 5.18 The local authority local offer

To find out more about the North Yorkshire SEND Local Offer [click here](#)

## 6. Monitoring Arrangements

This policy and information report will be reviewed by the SENCo – Hannah Clark - **every year**. It will also be updated if any changes to the information are made during the year.

## 7. Links to Other School Policies and Areas of the Curriculum

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy