



Hutton Rudby Primary School

Policy for Special Educational Needs and Disabilities (SEND)

Agreed by governors

Reviewed October 2019

Next review January 2021

This policy is in line with the SEND Code of Practice September 2014

Abbreviations used

CoP	Code of Practice
EHCP	Education Health and Care Plan
EHCAR	Education Health and Care Plan Assessment Request
EP	Educational Psychologist
EMS	Enhanced Mainstream School
LSA	Learning Support Assistant
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
SMART	Specific Measurable Achievable Realistic Time-bound
TA	Teaching Assistant
QFT	Quality First Teaching

School's aims and values

We welcome and value every child to Hutton Rudby Primary School. This Special Educational Needs and Disability 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.

Hutton Rudby Primary School is committed to anti-discriminatory practice to ensure that every child is included and supported. We promote equality of opportunity and value diversity for all children and families. We are committed to making reasonable adjustments to ensure that each individual child and their needs are considered. 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. We understand that children learn and develop in different ways, with different strengths and needs. We are committed to a partnership approach to address any cause for concern, involving parents, carers and children in discussions and assessments to consider pupils' learning and development needs.

We believe in providing all children with full access to a high quality, broad, balanced and differentiated Early Years Foundation Stage and National Curriculum which recognises individual strengths, interests and abilities. Within this, we recognise that for some children, additional Special Educational Needs support will be required. Hutton Rudby Primary School aims to work in partnership with the children themselves, their parents and outside agencies to assess needs and support learning. All staff in school will use their best endeavours to meet needs.

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.

Policy Objectives

This SEND policy details how Hutton Rudby School will do its best to ensure that the necessary provision is made for any pupil who has SEND and that those needs are made known to all who work with them. The school will address all issues relating to inclusion and equal opportunities.

We aim to use our 'best endeavours' applying the SEND Code of Practice (2014) and Equality Act (2010) to:

- Provide a secure and accessible environment in which all our children can flourish
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Promote the good health, well-being and learning of all children in our care
- Create and sustain a 'culture of inclusion' that runs through everything we do in our school

Our school will have regard to the Special Educational Needs Code of Practice and Disabilities Act when carrying out its duties towards all pupils. Hutton Rudby Primary School will ensure that parents of pupils with Special Educational Needs and / or Disabilities are consulted throughout the process of identification

of SEND and involve them thoroughly in any decision making by the school concerning special educational needs provision being made for their child.

Partnerships with parents are vitally important and these play a key role in enabling children and young people with SEND to achieve their potential. Our school recognises that parents hold key information and have knowledge, experience and aspirations to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners.

Records are created and shared with parents when their child is part of support or intervention programmes. This will include regular reviews and target setting alongside parents using the Inclusion Passport and / or Individual Provision Map and Support Plan for their child.

Many of our pupils with SEND have a unique knowledge of their own needs. Children are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their reviews and any transition processes. Children's views, wishes and feelings will support target setting and inform a child's Individual Support Plan and Inclusion Passport.

Philosophy

Hutton Rudby Primary School Community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of SEND pupils
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Definition of Special Educational Needs

A child is defined as having Special Educational Needs (SEN) 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

Pupils with SEND may experience barriers across one, or more, of these four areas:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory and / or physical**

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Procedures

The Head Teacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:

The Head Teacher (Matthew Kelly) will

- Take overall responsibility for implementing the SEND reforms
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on the SEND register and any newly identified SEND pupils
- Develop relationship with post 11 providers and explore how you will support pupils with SEN with their transition to post-11 education.

The SEND Governor (Fiona Shovlin)

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and accessibility plans.

The SENCo's (Lucy Sors) role

The SENCo's role is a strategic one, one that works with the senior leadership to review and refresh the SEND policy and then with the classroom/subject teacher to review its practice to ensure every child with SEND gets the personalised support that they need.

The SENCo role involves:

- Updating policy in line with SEND reforms

- Maintaining and reviewing SEND registers and lists
- Overseeing day-to-day operation of school's SEND policy
- Coordinating provision for children with SEND
- Liaising with designated teachers where a Looked after Child has SEND
- Advising on graduated approach to SEND Support
- Advising on use of delegated budget/ other resources
- Liaising with parents of children with SEND
- Links with other education settings and outside agencies
- Liaising with potential next providers of education
- Working with head and governors on Equality Act
- Ensuring that SEN records are up to date.

Role of Teachers

Classroom and subject teachers are at the heart of the new SEN Support system, teachers are driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

All classroom teachers should:

- Focus on outcomes for the child: Be clear about the **outcome** wanted from any SEN support.
- Consult with parents at every stage at every stage of the graduated approach
- Prepare and share inclusion passports
- Gather pupil views to include on inclusion passports
- Arrange regular meetings with parents to review Inclusion Passports (at least termly)
- Set SMART targets alongside parents and pupils (see provision)
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how resources are going to help children reach targets.
- Involve parents and pupils fully in planning and reviewing progress: Seek their views and provide regular updates on progress.
- Create and monitor intervention plans to ensure that children with SEN are having additional needs met and gaps in their learning filled through regular, specific interventions.

Learning Support Assistants / Teaching Assistants

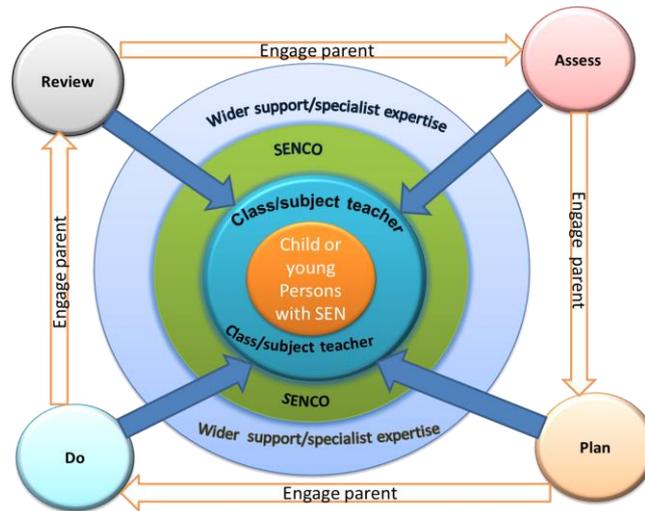
LSA/TAs are part of the whole school approach to SEN, working in partnership with the classroom or subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.

- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Identification, Assessment and Provision

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. This is provision made at a **Quality First Teaching (QFT) level**. The majority of children will learn and progress within these arrangements. Some children whose attainments fall significantly outside the expected range may have Special Educational Needs.

Provision for children with SEND is a matter for the school, the parents and the child. All members of staff will have important day-to-day responsibilities. The school will adopt a graduated approach to identification, assessment and provision for SEND following the '**Assess, Plan - Do - Review**' cycle:



Assess

The class teacher, SENCO and senior management team will assess each child's current levels of attainment at regular intervals. The child's class teacher will use this information to provide starting points for the development of an appropriate curriculum. The class teacher will identify and focus attention on action to support children within the class, using **Quality First Teaching** techniques. Class teachers will communicate with parents on a regular basis about the progress of their child. They will be made aware if their child is not making expected progress at this level.

Where a pupil continues to make little or no progress, despite high quality teaching targeted at their areas of weakness, then the class teacher will work with the SENCO to assess whether the child has a significant learning difficulty. A meeting with parents would be arranged, if possible alongside the SENCO. The child is then consulted by the class teacher using the document '**Evidence from Pupil Perceptions**' to gather their view and gain information to assess where the pupil sees support is needed and possible barriers they are encountering in school.

Plan

After careful assessment and monitoring, if it is decided that a move beyond 'Quality First Teaching' level is appropriate, a planning meeting will be arranged with parents in which teachers, in collaboration with parents and the SENCO will create a 'Pupil Profile' and an 'Individual Support Plan'. The parents and child are central contributors to this. In the initial meeting, the class teacher, parents and SENCO will share information about the child including recent assessment information and the child's views. They will reach an agreement about SEN support to be provided for the child – at this point the parents will agree to their child being placed on the SEN register. During the meeting, pupils, parents and class teacher will design an '**Individual Support Plan**' to set targets, define assessment criteria, discuss support strategies and resources and consider approaches at home and school which will aid the child to

reach their ‘SMART¹’ targets. At this point, where appropriate, the child should be involved in their own target setting including and agree to the information on their Individual Support Plan. Pupils are provided with their own version of the plan ‘My Support Plan’ to enable them to put their targets and ‘steps to success’ into their own words.

What is a ‘Pupil Profile’?

A Pupil Profile is a single page record which outlines a pupils’ strengths, needs and barriers to learning. Teachers may choose to use this document to outline a fuller picture of a pupils’ SEND and to enable ease of contact should further agency involvement be requested. This document will aid the pupil’s transition into different year groups and provides a ‘conversation on paper’ for parents, professionals and teachers working with the pupil.

Pupil Profile Building Strengths/Needs Profile

Pupil:	DOB:	Year group:	School:	Date:
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Please either indicate with a cross X or shade as best fits your judgement:

Above expected attainment level																				
Expected attainment level																				
Below expected attainment level																				
Significantly below expected level i.e. Pre-Key Stage																				
Subject /Skills	Reading - decoding	Reading - understanding	Writing - Ideas to page	Writing - SPaG	Handwriting	Language Speaking & Listening	Language Social Interaction	Maths	Science	Coordination /Motor Skills	Fine Motor Skills	DT Hands-on skills	History	Art	Music					

Pupil's strengths	Needs/Concerns	
<ul style="list-style-type: none"> • 	COGNITION & LEARNING <ul style="list-style-type: none"> • 	COMMUNICATION & INTERACTION <ul style="list-style-type: none"> •
	SOCIAL, EMOTIONAL & MENTAL HEALTH <ul style="list-style-type: none"> • 	SENSORY, PHYSICAL, MEDICAL <ul style="list-style-type: none"> •

(Sharon Sissons 2018)

What is an Individual Support Plan (ISP)?

Each SEND child will have their own **Individual Support Plan (ISP)** written by teachers in consultation with the SENCO, alongside parents, who know the child best.

Hutton Rudby Primary School

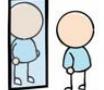
Individual Support Plan						
Name:	DOB:	Year:	Teacher: Support:	Primary Need:	SEN SUPPORT:	Date: Review:
Areas of need:						
<u>Targets</u>	<u>Target Steps to Success</u>	<u>Strategies, resources and support</u>		<u>Outcome</u>		
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 				
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 				
School additional support-						
Home support						
Signed _____				Date _____		

The ISP outlines the specific objectives and targets that will enable the pupil to make progress. At the meeting, teacher and parent then plan ‘steps to success’ which are how the child will reach their target and put into place the strategies, resources and support needed. Each support plan is individually written and reviewed in consultation with the SENCO, who supports teachers and support staff to be proactive in planning for each child's needs.

¹ SMART – Specific, Measurable, Achievable, Realistic and Time-Bound targets

The targets are closely related to the desired outcomes that have been discussed with parents and the child. We will choose 2 or 3 specific, measureable, achievable and realistic targets - also known as SMART targets. These targets are closely linked to achievement criteria to outline how the targets can be met. Each target also has identified appropriate support or intervention programmes, resources, strategies and who will be supporting its delivery. The targets and support plan will be reviewed at least every term with the child, their parents, class teacher and SENCO. Following from the 'Individual Support Plan', planned intervention and support will then be delivered in school and recorded and monitored regularly.

Child's views: Every child will be consulted either in the meeting with parents or in a separate discussion (whichever is most appropriate) to contribute to their own support plan. They have their own document which has been designed to be child-friendly and enable greater pupil ownership over their SEND. It also enables them to put into their own words how they will work towards their targets.

My Support Plan				
Name:		Year:	Date:	
What I need help with				
My Targets	Steps to Success	Who will help me?	How and when?	How did I get on?
				
1.				
2.				

Do

Strategies for supporting pupils that have been agreed in the Inclusion Passport meeting and listed under 'reasonable adjustments' and on the Individual Support Plan will continue at Wave 1 (QFT class support), Wave 2 (small group support) or Wave 3 (individual support) as detailed in the Whole School Provision Map. These will be specific to the child and include interventions delivered by support staff and the teacher as appropriate to meet their individual needs.

Review

At least once a term a review of progress will be made with class teachers meeting with parents and the SENCo as appropriate. The meeting will involve a review of targets set in the child's inclusion passport or individual provision map (see above). Should additional support other than that provided at a school level, referrals will be made with agreement from parents to appropriate external agencies. Following from this, if increased support is needed above and beyond that already provided, requests for support from external services may be made.

Requests for support

A request for support from external services will follow a decision taken by the SENCo and teacher in consultation with parents. Referrals will be made to external support services with appropriate assessment information and details of needs and barriers to learning as outlined on the Inclusion Passport. Strategies that have already been employed and targets that have been set and achieved or not achieved will be included as will important background information to inform the support services' next steps.

External support services will then usually arrange to see the child so that they can advise teachers on further strategies and provide more specialist assessments. External specialists may act in an advisory capacity or be involved in training school staff. Programmes may be suggested which will set out fresh strategies for supporting the child's progress. This will inform planning and measurement of pupils'

progress, involve new strategies, interventions or programmes, resources being put into place. In some cases the agency may deliver specialised intervention and support.

Request for Education Health and Care Plan (EHCP)

Following the consultation after two cycles of Assess-Plan-Do-Review are completed with parents, it may become apparent that the child's needs are such that additional funding is required to support the child in the school setting. In this instance, parents may decide to move towards requesting an Education Health and Care plan.

In brief the procedures for initiating an EHCP are as follows:

Any young person, parent/carer or professional may bring a child or young person with SEN to the attention of the local authority and request that the authority consider if an EHC assessment is required, through completing an EHCAR (Education Health and Care Plan Assessment Request) Form with a school, college, social care or health professional.

Prior to making a request, the teacher and SENCo MUST:

Meet with parents, child/young person to detail their views and aspirations in the EHCAR form, usually at a person-centred meeting, involving additional professionals where appropriate. TWO cycles of Assess-Plan-Do-Review are requested as a minimum requirement before consideration of the EHCAR.

Provision for SEND at Hutton Rudby Primary School

Whole school approaches:

- Appointment of SENCo with the NAS qualification to provide support and coordination across school for teachers, pupils, parents and support staff.
- Follow a 'graduated response' including early identification and provision for SEND pupils
- Regular updates on policy, procedures and practice are provided to all staff by the SMT / SENCo
- School uses the local authority's local to inform the school offer.
- Provide accessible information for parents and partners published on the school's website about our 'school offer' under the SEND Information Report²
- Ensure that parents are treated partners in every step of our approach to SEND
- All staff follow the Wave 1 – Wave 2 – Wave 3 principles to ensure that a graduated response to meeting the needs of SEND pupils begins with **Quality First Teaching**
- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all

² The SEN information report: The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.

- Sharing provision maps so that staff, pupils and parents know about reasonable adjustments available
- A variety of interventions are available including specific programmes tailored to pupils' needs, and intervention plans are created and monitored to assess the effectiveness of these
- Regular communication takes place between SMT, class teachers, subject leaders, LSAs / TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo advises regularly on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- SEND pupils are represented on school council as part of pupil voice procedures in our school
- All students have individualised targets
- The training budget for staff is transparent
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Access arrangements are made so that all pupils can demonstrate their full potential in tests/exams

Individualised approaches:

- SEND pupils have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help may be sought from external agencies using the NYCC referral system
- Person-centred reviews are held regularly with families. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- LSAs / TAs are trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional needs
- The SENCo is appropriately qualified and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the Code of Practice 2014

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups

- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate CPD taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

Formulated 9.10.19

Approved by governors.....

Review date.....