



SEND POLICY

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Aims:

School's Mission Statement

We aim to develop all the children in our care to their full potential academically, socially, physically and emotionally in a supportive, caring and disciplined community.

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways:
 - *whole class, small groups and individual*
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child

Key Legislation:

This policy complies with the statutory requirement laid out in the SEND Code of

Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013, updated June 2018
- SEND Code of Practice 0 – 25 (July 2014, updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014, updated August 2017)

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- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Teachers' Standards 2012 (updated December 2021)

Objectives

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice, 2014 (updated April 2020)
- provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Policy
- provide support and advice for all staff working with special educational needs pupils
- Use the principles of person centred planning. All SEN children at Hilton Lane have their own IEP. This can be discussed with their parents and the children themselves.
- If you require further information about SEND in school, please contact the SENDCo

Types of SEND

SEND is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Nb: Behavioural difficulties do not necessarily mean that a child or young person is SEND and should not automatically lead to a pupil being registered as having SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Identifying and assessing SEND 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 SEND.

Disability

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'. 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

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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.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- 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.

Identification, assessment and review

The Code of Practice outlines a graduated response to pupils' needs, recognising that, 'there is a continuum of need matched by a continuum of support.' This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. All actions taken will be carried out in consultation with the parents/carers with the goal of addressing specific need and not to place a child in a category.

Where concern is expressed, either from a parent or teacher that a pupil may have a special educational need, the class teacher will consult with the SENDCo and SLT and a number of assessments will, if necessary, be made. On occasions the schools' Educational Psychologist, buy in Speech and Language Therapist or Learning Support Service will also be consulted and arrangements will be made for observations and more in depth assessments. Consent will be obtained from parents prior to children being assessed by professionals in school.

Assessments may (but not exclusively) include:

- Teacher assessments
- Curriculum based assessments
- Assessment for learning strategies
- Speech and Language assessments
- CAMHs
- Salford Reading Test
- Dyslexia screener
- Boxall profile
- Strengths and difficulties (SQD) questionnaires
- BAS3 (British Ability Scales) completed by the Educational Psychologist

Progress of children deemed SEND will be monitored through:

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- Insight Tracking
- Meetings with the SENDCo
- Measuring the impact of the interventions (see graduated response below)
- Pupil progress meetings between the SENDCo and class teachers
- Evaluation of IEPs to see if a child has met their targets

Reviews of pupils on the SEND register take place during the school year. If a child is deemed to be making good progress and is therefore 'closing the gap' a consultation with parents and staff will take place and they may be taken off the SEND register.

For pupils with Education, Health & Care plans, an annual review meeting has to be held in addition to this. Parents, pupils and other professional's views will be sort and acted upon as part of the review process.

A Graduated Approach to SEN Support

At Hilton Lane, we know that 'quality first teaching' is key to SEND children making progress in school. Quality first teaching is expected to take place in all lessons. This is monitored through lesson observations, book scrutinises and lesson 'drop ins'. The key characteristics of quality first teaching are:

- highly focused lesson planning with clear objectives
- high levels 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 different methods (visual, kinaesthetic, and auditory)
- an expectation that pupils will accept responsibility for their own learning and be able to work independently
- regular use of encouragement and 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN; 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.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEN 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, should make regular assessments of progress for all pupils. These should seek to 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

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- means that they do not meet year group expectations for the year they are in
- very little compared to the same child's progress in a previous year group
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their 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/ emotional needs in order to make a successful transition to KS3.

Where a pupil is identified as having SEN, teachers should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a cycle 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. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. The school's Family Liaison Officer is often involved in these liaisons. Where professionals are not already working with school staff the SENDCo or the Learning Mentor should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent 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 should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain 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 should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to

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plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should 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 should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise 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.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

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

- monitoring of classroom practice by the Headteacher, subject leaders and SENDCo
- 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 – is the provision having the desired impact?

Managing pupil needs on the SEND register

All children on the SEND Register will have an IEP, 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 IEP. The IEP is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place, 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 IEPs. These are then shared with everyone involved with the child. The SENDCo 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:

- **Universal level funding** is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.

- **Specialist or personalised level** top-up funding above £6.000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change overtime.

The level of provision is decided ultimately by the SENDCo (and the Local Authority if a child has an EHCP) but, this is after liaison/consultation with both the class teacher and parents. It is based on the 'key factors' outlined in the graduated response. TAs will be allocated where need is deemed most necessary. However, they will also provide cover, where appropriate, for the teacher to provide targeted support.

Specialist Support

Hilton Lane may involve specialists at any point to advise them on early identification 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, the school should 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 in consultation with the SENDCo. 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 Needs Assessments

Where, despite the school 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 Care needs assessment.

Dyslexia Friendly

At Hilton Lane we are working towards achieving The BDA Dyslexia Friendly Quality Mark award. As part of our special needs provision, we endeavour to ensure the identification, assessment of and intervention for pupils with dyslexia. Our aim is to provide children with the skills necessary to overcome some of the challenges they face within their learning.

We are committed to;

Undertaking the training required by the Learning Support Service or other training providers in;

- Dyslexia Awareness
- Dyslexia Assessment
- Dyslexia Intervention
- Early identification of dyslexia
- Keeping up to date with developments within the area of dyslexia
- Developing a bank of resources/strategies that enable children with dyslexic tendencies to learn
- Evaluating the effectiveness of our policies and practice

ELKLAN

In 2018 we achieved our ELKLAN Communication Friendly Status as a school. We aim to develop and promote the children's language skills and communication through various strategies and interventions.

These include:

- listening and attention
- questioning
- vocabulary tools
- independent learning
- expression
- modelling the correct use of speech

Criteria for exiting the SEND register/ record

If it is felt that children are making progress which is sustainable and reaching year group expectations, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be 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 the schools monitoring procedures, such as 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 and families

Class teachers, in partnership with the SENDCo, 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 SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting pupils at school with medical conditions

The school recognises 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 will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Training and resources

In order 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. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual

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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 children with SEND.

The school's SENDCO attends relevant courses provided by Salford Authority.

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 who takes particular interest in this aspect of the school.

Governors will 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
- they have regard to the requirements of SEN Code of Practice 0-25 years July 2014
- 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

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 issues working closely with the SENDCO
- the deployment of all special educational needs personnel within the school
- 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-ordinator (SENDCo) is 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

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- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up IEPs, setting 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 tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENDCos from receiving high schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (where appropriate, in liaison with the SENDCo, 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

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.
- work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- play an important role in implementing IEPs and monitoring progress.
- To provide cover, where appropriate, for teachers, thus allowing the teacher to provide targeted support where and when needed

Storing and managing information

Documents relating to pupils on the SEND register will be stored and records will be passed on to a child's next setting when he or she leaves Hilton Lane Primary.

Accessibility

The DDA, 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.

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.

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