



# **HAYTON CE PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

**2020/2021**

**APPROVED BY<sup>1</sup>:**            **The Governing Body**

**Name:**                        **Catherine Gosson-Low**

**Position:**                   **Acting Head Teacher**

**Signed:**

**Date: January 2021**

**Review Date<sup>2</sup>: January 2022**

<sup>1</sup> The Governing Body is free to delegate approval of this Agreement to a Committee of the Governing Body, an individual Governor or the Head teacher.

<sup>2</sup> The Governing body is free to determine the review frequency of this Agreement

## **Special Educational Needs and Disability (SEND) Policy**

### **Our Aims**

At Hayton Church of England Primary School, we have high aspiration and expectation for children with SEND. Children with special educational needs and disability are provided with equal access to a broad, balanced and relevant curriculum. We aim to provide children with the opportunity to make full use of their potential and seek to develop positive and confident learners. We value the support of parents in this process. All staff are responsible for supporting and developing children's special educational needs. Hayton School complies with the Code of Practice May 2015.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

### **Definition of Special Educational Needs and Disabilities**

Children have special educational needs and disability if they have a *learning difficulty or disability* which calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age, despite quality first teaching; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

### **Objectives**

In order to meet the special educational needs of our children at Hayton we will:

- Identify children with special educational needs and disability and ensure that their needs are met through suitable support and intervention.
- Provide learning opportunities that will enable children to develop their learning skills, raise their self-esteem and develop a positive self-image.
- Use resources effectively to support children with SEND.
- Ensure that children with special educational needs and disability are included in all the activities of the school.
- Keep records and track the progress of children with SEND.
- Provide on-going training for all staff working with children with SEND.
- Ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- Ensure that learners and their parents express their views and are involved in decisions which affect their education
- Promote effective partnership and involve outside agencies when appropriate.
- Collaboration between education, health and social services whenever required.

### **Named Persons**

The Special Educational Needs and Disability Co-ordinator (SENDCo) is: Mrs C. Platton

[cplatton@hayton.cumbria.sch.uk](mailto:cplatton@hayton.cumbria.sch.uk)

The Special Educational Needs and Disability Governor is: Mrs V Evans

### **Coordinating Provision**

The School maintains records of all pupils in order to track and assess progress.

Initially, concerns will be raised with the Head Teacher and SENDCo and monitored by the class teacher and within school. Where concerns persist, the SENDCo, Head Teacher, class teacher and parents/guardians (wherever possible), will review how to proceed and intervention programmes and/or additional support will be provided to target specific needs. Progress and response to the strategies will be monitored and reviewed using the plan, do, review cycle.

The review will evaluate the progress made and a decision will be taken that:

- a) no further special help is required;
- b) there is a need to continue the existing provision
- c) there is a need to move to the next stage.

### **SEND Support in School**

We aim for early identification of special educational needs and disability so we can support and assist progress as soon as concerns are raised. In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupils needs. A wide range of assessment strategies/tool will be accessed depending upon the area of need. When a member of staff identifies a child with special educational needs and disability the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

This will be considered when:

- the attainment gap between the child and the child's peers is widening;
- the attainment is much less than that of the majority of peers;
- current progress is significantly less than the child's previous rate of progress;
- there is little progress or improvement in self-help, social or personal skills;
- there is little improvement and/or a deterioration in the pupil's behaviour/emotional state;
- has sensory, physical, communication and/or interaction difficulties.

Parents will be consulted and informed of the support to be given and the views of the school, and the school will take into account the views and opinions of the parents regarding their child as these will, most likely, support the assessments and help provide a more 'holistic' understanding of their needs.

Additional resources within the school may be deployed to assist with the support. An Individual Education Plan (IEP) will be produced to identify the:

- needs of the child;
- set specific targets and learning objectives;
- develop strategies for meeting the objectives;
- involve parents in the process; and
- monitor the development.

It is usually the child's class teacher who will be responsible for providing the school's targets for the child; however, if the child is about to move into a new year group then the teacher who knows them best will be the main contributor to the IEP in readiness for the transition.

IEP's will be reviewed at least 3 times a year and parents will be consulted as part of the review process. Parents will be provided with clear information regarding the impact of the support and interventions, enabling them to be involved in the planning of the next steps. These will be organised separately from the regular parent's evenings.

If concern still exists after review and adequate progress is still not being made, a decision will be made to move to the next stage of the process.

### **Early Help**

If the child continues to make less than expected progress despite evidence based support and interventions that are being matched to the pupil's area of need, then we would look at requesting additional support from specialists and outside agencies with the agreement of the parents.

External support services that will usually see the child in school so that they can:

- advise teachers on new IEPs with fresh targets and accompanying strategies;
- provide more specialist assessments that can inform planning and the measurement of a pupil's progress
- give advice on the use of different strategies or materials;
- in some cases, provide support for particular activities,
- review evidence of attainment and rate of progress,
- advice upon target setting, planning and support,
- suggestions of particular resources and strategies to suit the child's individual needs,
- advice on other agencies and support services.

Early Help will be considered if, despite receiving support under SEND Support in school, the child:

- continues to make little or no progress;
- continues working at National Curriculum levels substantially or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service:
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;

### **Statutory Assessment**

A very few children, for whom Early Help has not proved sufficiently effective over at least a six month period, will be considered by the school for a request for statutory assessment.

Parents will be consulted on the school's decision to apply for a formal assessment. Parents also have the right to request statutory assessment at this stage.

Further details of funding is available from the SEN Officer at Cumbria County Council or on the website <http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>  
<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

### **Admission Arrangements**

The school's normal admission procedures will follow for any pupil, regardless of need.

The school aims to meet the needs of all children who wish to attend and the Head Teacher will liaise with parents and the School Governors in cases where additional provision is required.

### **Facilities**

The school has ensured an access lift to the EYFS class and has a toilet that is suitable for wheelchair access.

### **Allocation of Resources**

Any funding to support a special need is deployed appropriately through resources or staffing.

### **Identification, Assessment and Review Procedures**

Identification of a special educational need may result from concerns raised by:

- Any member of staff
- Assessment data
- SENDCo

- Parents

Internal reviews will take place as part of the on-going assessment procedure and review of children's progress will take place with parents at set times. Parents will be invited to review pupil progress during the year.

### **Access to the Curriculum**

Teachers use a wide range of strategies to enable children to access all National Curriculum subjects and Religious Education. Work is matched to ability levels and where necessary support is given through individual/group support. Resources are also matched to the child's needs. If necessary, specialist resources are used to support individual children e.g. writing aids. The decision to support in class or withdraw is determined by the learning activity and the child's needs. Short withdrawal periods may be necessary to enable the child to meet his/her individual targets. The child's self-perception will be of paramount concern when considering withdrawal or 'in class support'.

### **Integration of Pupils with SEND**

The integration of pupils with Special Educational Needs and Disability is of high priority in the school. The school will take all steps, in consultation with parents, to enable children to participate in all areas of school life. The social integration of pupils is vital and the ethos of the school is one in which all children are valued. Each individual case will be examined if and when integration proves to have some obstacles attached to it and strategies developed to deal with those instances. Integration in all areas of school life including access to extra-curricular activities and school visits are included.

### **SEND In-Service Training**

The school will provide training for staff on the criteria for recognising and developing strategies for dealing with children who are identified as having Special Educational Needs and Disability.

In-house training on recognised need, raising children's self-esteem and writing specific targets is included in INSET days/staff development sessions.

### **Use of External Support Services**

The school uses a range of external support agencies to support children with SEND. These include:

- Educational Psychologist
- Outreach Schools and Services

The school also liaises with or requests support from Links with Health, Social Services and voluntary organisations when it is felt that this will be of direct benefit to the child. The school also has close links with the school's medical officer, the school nurse and CAMHS. Regular meetings are held with support agencies.

Parents will be notified of all requests to involve outside agencies before contact is made.

### **Partnership with Parents**

The school aims to keep parents involved in their child's progress and supporting work with children at home. Parents are kept informed on an informal and formal basis. Written reports and face to face parents' evenings are held three times a year.

The school welcomes involvement with parents in the process of reviewing children's needs.

Parents undergoing the stages of statutory assessment will be informed of the named persons and the process involved. Where appropriate, parents will be advised of Cumbria Information, Advice and Support Service.

Cumbria Information, Advice and Support Service will help parents, carers and young people to prepare for meetings with schools or the Local Authority and practically support them at the meetings in an appropriate and impartial manner. They can also signpost to other relevant support networks.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/default.asp>

Where parents have difficulty in accessing information due to language or literacy difficulties the school will take steps to arrange for appropriate support to be provided.

### **Links with Other Schools and Transition between and Beyond School**

The school ensures close liaison with local secondary schools and staff meet to discuss the transfer process for all children especially those with Special Educational Needs and Disability.

Records of children's progress, attainment and IEPs are transferred to school on departure. Secondary School SEND Coordinators will be involved in the transfer process.

### **Criteria for Evaluating the School's Special Educational Needs and Disability Policy**

The Policy will be evaluated annually and governors will consider the ways in which the school identifies and assesses children with special educational needs and disability, the quality of provision, monitoring arrangements and the use of external agencies. SEND data and comparative whole school data will be analysed by senior leaders in school and presented to governors for review on an annual basis.

### **Complaints**

Concerns should first be addressed with the class teacher in an attempt to resolve the difficulties. The second stage of the process would be to contact the SENDCo. The parent may also approach the Head Teacher and subsequently the governing body.

If the parent feels the matter remains unsolved then they may apply to the Cumbria County Council using their complaints procedure.

If parents wish to appeal against the Cumbria County Council decision relating to a statutory assessment then they have recourse to the Special Educational Needs and Disability Tribunal.

### **Useful Contacts**

British Dyslexia Association

0118 966 2677

[www.bdadyslexia.org.uk/](http://www.bdadyslexia.org.uk/)

National Autistic Society

020 78332299

<https://www.autism.org.uk/>

Dyspraxia Foundation

01462 454986

<https://dyspraxiafoundation.org.uk/>

Special Educational Needs and Disability Liaison Officer  
Cumbria County Council

Cumbria Local Offer

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE May 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- SEND Code of Practice 0-25 May 2015  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Hayton School's SEND Local Offer and Information Report
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf)
- Hayton School's Supporting Pupils with Medical Problems and Conditions policy and procedures November 2018
- The National Curriculum in England Key Stage 1 and 2 framework document 2015
- Hayton School's Child Protection Policy and Procedures September 2020
- Hayton School's Accessibility Plan

To be reviewed: Annually