

## SEND Policy and Information Report 2020-21

<b>Agreed by the Governing Body</b>	
<b>Chair of Governors or Committee Chair</b>	Mr Stothard
<b>Review Date</b>	October 2021
<b>Review Schedule</b>	Annually

### Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice.

It also meets with part 3 of the Children and Families Act 2014, which sets out school's responsibilities for pupils with SEND and The Special Educational Needs and Disabilities Regulations 2014, which sets out school's responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information reports.

### Aims

We are committed to ensuring that all children, irrespective of disability or learning difficulty, are able to access appropriate inclusive and differentiated teaching approaches. The aim is always to raise achievement.

This policy aims to:

- Set out how our school supports and makes provision for pupils with special educational needs (SEN)
- Explain the roles of responsibilities of everyone involved in providing for pupils with SEND.

### Definition of Special Needs

The Special Educational Needs and Disabilities Code of Practice (0-25 years) 2014 state that:

*A child or young person has Special Education Needs if they have learning difficulty or disability which calls for Special Educational Provision to be made for him/her.*

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

- *Has significantly greater difficulty in learning than the majority of others of the same age*
- *Has a disability which prevents or hinders him/her from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institution.*

The SEND Code of Practice 2014, identifies **4 broad areas of need:**

Area of Need	Possible indicators which may show a child or young person's area(s) of need
Communication and Interaction	Difficulties with: <ul style="list-style-type: none"> <li>• Speech – expressive language</li> <li>• Understanding – receptive language</li> <li>• Concentration, social interaction and relationships – Pragmatics</li> </ul> Diagnosed conditions: <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder</li> </ul>
Cognition and Learning	-Learning may develop at a significantly slower pace than his/her peers. -Attainment may also be below the age-related expectations. Children may show difficulties with the following: <ul style="list-style-type: none"> <li>• Language, memory and reasoning</li> <li>• Sequencing and organisation skills</li> <li>• Decision making</li> <li>• Understanding number</li> <li>• Problem solving and concept development</li> <li>• Information processing</li> </ul> Learning difficulties cover a wide spectrum of needs, including: <ul style="list-style-type: none"> <li>-Moderate learning difficulties (MLD)</li> </ul>

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	-Severe learning difficulties (SLD) -Specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
Social, Emotional and Mental Health	Development is affected due to: <ul style="list-style-type: none"> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Social isolation</li> <li>• Attachment disorders</li> </ul>
Sensory and/or Physical needs	A wide range of needs may come under this heading: Visual impairment (VI) Hearing impairment (HI) Fine and/or gross motor skills development Multi-sensory impairment Medically diagnoses conditions which impact on a child's ability to access his/her education.

**Roles and Responsibility**

Provisions for pupils with SEND is a matter for the school as a whole.

<b>SENCO</b> Mr S Russell	The SENCO: <ul style="list-style-type: none"> <li>• Works with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in school</li> <li>• Has day to day responsibility for the operations of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health, Care Plans (EHC Plans)</li> <li>• Provide professional guidance to colleagues and work with staff, parents and other professional agencies to ensure that pupils SEND receive appropriate support and high quality teaching</li> <li>• Provide advice on the graduated approach to providing SEND Support</li> <li>• Provide advice on the deployment of the school delegated budget and other resources to meet pupil's needs effectively.</li> <li>• Is the point of contact for external agencies, especially the local authority and its support services</li> <li>• Will liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.</li> <li>• Works with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.</li> <li>• Ensures the school keeps the records of all pupils with SEND up to date.</li> </ul>
<b>The SEND Governor</b> Ms J Parr	The SEND Governor will: <ul style="list-style-type: none"> <li>• Help raise awareness of SEN issues at the governing board meeting</li> <li>• Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.</li> <li>• Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in school.</li> </ul>
<b>The Headteacher</b> Miss E. Pickard	The Headteacher will: <ul style="list-style-type: none"> <li>• Work with the SENCo and SEN Governor to determine the strategic development of the SEND policy and provision.</li> <li>• Have overall responsibility for the provision and progress of learners with SEND.</li> </ul>

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<b>Class Teachers</b>	Each class teacher is responsible for: <ul style="list-style-type: none"><li>• The progress and development of every pupil in their class</li><li>• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching.</li><li>• Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.</li><li>• Ensuring they follow this SEND policy.</li></ul>
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### SEND information

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

- Communication and interaction difficulties (autism, specific language impairment, speech and language needs)
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs (hearing impairments, Cerebral Palsy, acquired brain injury)
- Moderate learning difficulties
- Severe learning difficulties (Global cognitive delay, Foetal Alcohol Syndrome )
- Specific Learning difficulty (Dyslexia, Dyscalculia)

### Identifying pupils with SEND and assessing their needs

Identification and assessment of children whose language is not primarily English are treated with care. Where possible, the child is assessed in their home language drawing from local sources of advice. Lack of competence in English is not equated to learning difficulties. However, where a child's progress is slow, it will not be assumed that is automatically hindered by the language problem.

Each child's current skills and levels of attainment are assessed as part of a thorough assessment cycle. Teachers make half termly assessments of progress for all pupils and identify those pupils 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

Class teachers will raise concerns with the Headteacher and SENCo as part of the pupil progress meetings.  
*(Slow progress and low attainment does not automatically mean a pupil should be recorded as having special educational needs)*

When deciding whether special educational needs provision is required, we may:

- Monitor a pupil closely
- Focus on desired outcomes
- Discuss expected progress and attainment
- Barriers to learning will be considered
- interventions and support may be offered where appropriate as part of a graduated response
- pupils' and parent's views may be sought

### Special Needs Register

A child will only have their name appear on the Special Needs Register if it is deemed that he/she needs provision which is additional to/different from the provision which is needed by his/her peer group.

### Pupil Support Plans (PSPs) – see appendix 1 for school PSP format

Once a child is recorded as having special educational needs, an Individual Education Plan (IEP) will be created to support the child.

IEPs will be monitored to ensure the pupil is accessing support and provision to help him/her meet the set outcomes.

### Our approach to teaching pupils with SEND

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

<p><b>Wave 3</b> – Children at this stage are identified as needing SEN SUPPORT. Pupils at this stage may be on the Special needs Register and may have an Individual Education Plan. Pupils working at this stage may have an Education, Health, Care Plan (EHCP)</p>	<p style="text-align: center;"><b>'Waves' of intervention</b> Waves of intervention model</p>
<p><b>Wave 2</b> – in addition to Wave 1, Children require interventions over a specific time period to address any gaps in learning, allowing a child to move forward.</p>	
<p><b>Wave 1</b> – quality first teaching Inclusive quality first teaching which takes into account the needs of all learners through differentiation and carefully planned learning opportunities.</p>	

### Adaptations to the curriculum

Adaptation are made based on individual need, following discussion between relevant staff (Teacher, SENCO, Headteacher)

Adaptations may take the following forms:

- Differentiating our curriculum to ensure all pupils are able to access learning
- Groupings – offering small group support
- offering 1:1 support
- using a variety of teaching styles to ensure all learners are involved in the learning process
- differentiating the content of the lessons to meet individual needs
- Adapting resources and staffing to meet the needs of pupils
- Using learning aids – laptops, iPads, coloured overlays, Visual timetables, larger font, etc.
- Offering 'take up time' to allow pupils to process their thoughts

- Pre-teaching vocabulary and new texts  
This is not an exhaustive list, other strategies may be used if deemed appropriate to support a child to access his/her learning.

### **Additional Support for learning**

As previously mentioned, we offer a range of additional support including small group and high level adult support where it is deemed that there is a need.

We have experienced teaching assistants (4 of whom are HLTAs) who provide in class support and small group intervention work.

### **Assessing and reviewing a pupil's progress towards outcomes**

We follow the graduated approach, working through the cycle of ASSESS, PLAN, DO, REVIEW.

Class teachers will work with the SENCO to carry out a clear analysis of a child's needs. This may draw on the information gained from:

- The teacher's assessments
- The teacher's observations and experiences of the child
- The child's previous progress and attainment
- Other teacher's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if applicable

Assessments of progress towards outcomes will be regularly reviewed.

All teachers and support staff who work with the child will be made aware of:

- The child's needs
- The outcomes the child is working towards
- The proposed support and provision in place
- Any further strategies or approaches which are required.

We will regularly review the effectiveness of the support and interventions and the impact on the pupil's progress.

### **Working with outside agencies**

We work with other professional agencies to offer support for learning:

- The school works in close partnership with Leeds Children's Services
- Educational Psychology – as a school we purchase additional support, extra to the time allowance offered by the local authority.
- Special Educational Needs Inclusion Team (SENIT)
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists – both NHS and through trade services bought in by school.
- Nurses
- Hearing Impaired Team
- Visual Impaired Team

We also draw parents' attention to available support outside school (e.g. SEND IASS, formerly Parent Partnership).

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

We have a commitment to staff development. Training is offered as part of an on-going professional development programme. Where staff may need specific training to support a pupil, support is sought from the appropriate agency, for example, STARS for pupils with Autism, Community nursing team for pupils with medical needs, etc.

### **Resources and equipment**

- Provision for children with identified difficulties is planned for on an individual and needs related basis.
- Provision for children with EHC Plans is organised and resourced in line with advice given in the EHC Plan.
- It is the responsibility of the SENCo to ensure that statutory provision is maintained and ongoing support is given to the class teacher in evaluating the effectiveness of such provision.

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

We evaluate the effectiveness of provision for our SEND pupils by:

- Reviewing pupil's individual progress towards their goals each term
- Reviewing the impact of interventions. When the review takes place will depend on the duration and frequency of the intervention but reviews may often be carried out half termly.
- Carrying out monitoring and moderation of work
- Observation of teaching – differentiation and use of teaching support staff
- Holding FFI reviews for pupils who receive top up funding through Funding For Inclusion
- Holding annual reviews for pupils with EHC Plans

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

All pupils are actively encouraged to participate in all school events, including events such as sports day, class assemblies, special workshops, day trips, residential trips, etc. In some cases reasonable adjustments will be made to ensure pupils with SEND are able to participate.

No pupil is ever excluded from taking part in events because of their SEND.

The Health and Safety of **all** pupils will always be considered when planning events.

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

We provide a range of support for pupils to improve their emotional and social development, including:

- Encouraging pupils with SEND to be involved with the school council, playground buddying, class jobs, etc.
- Pupils with SEND are also supported through intervention offered by our learning mentor and community and inclusion worker.

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

We have early discussions with pupils and their parents when identifying if there is an SEND need. During discussions we aim to:

- Ensure everyone develops a good understanding of the pupil's areas of strength and development
- take into account the parent's concerns
- Ensure that everyone understands the agreed outcomes sought for the pupil
- Ensure everyone is clear on what the next steps are

Notes of discussions will be added to the child's records. If it is deemed appropriate for a child to receive SEND support/be added to the SEND register, parents will be formally notified and follow up meetings may be held to clarify the provision offered.

At all stages, the pupil is involved and kept informed about the support he/she is given.

### **Complaints about SEND Provision**

Complaints about SEND provision should be made to the school SENCO in the first instance. The Headteacher will be informed of any complaint. The school complaints policy will be followed and any complainants will be referred to this 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 child/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

**Name of school contact**

If any parents/carers have concerns relating to SEND and provision, Mrs S Russell (SENCO) is the first point of contact.

**The Local Authority Local Offer**

For further information relating to SEND at Hawksworth Wood, please see our school SEND offer, appendix 2.

For the Local authority's local offer please visit:

<https://leedslocaloffer.org.uk/#!/directory>

<https://familyinformation.leeds.gov.uk/send>

**Appendix 1 – Pupil Support Plan**

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**Pupil Support Plan**



Name:	Class:	Date:	Review Date:
SEND Needs:			
Strengths – what is the pupil good at? What do people like and admire about the child?			
Areas for development – What barriers are preventing the pupil from progressing?			
What current support or strategies are in place?			
Child and parent views To be completed during teacher/child/parent discussion			



## Pupil Support Plan



<b>Target 1:</b>	
<b>Actions:</b> (What? When? Where? by who? How often?)	
<b>Success Measure:</b> The pupil will be able to ....	
<b>Target 2:</b>	
<b>Actions:</b> (What? When? Where? by who? How often?)	
<b>Success Measure:</b> The pupil will be able to ....	
<b>Target 3:</b>	
<b>Actions:</b> (What? When? Where? by who? How often?)	
<b>Success Measure:</b> The pupil will be able to ....	

Review	
Target	Progress made against target and evidence
1	
2	
3	
<b>Next steps or recommendations:</b>	

## Appendix 2 - SEND Offer at Hawksworth Wood Primary School

### What should I do if I think my child may have special educational needs?

All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Leadership. This may take the form of wider discussions to identify next steps, consultations with parents/carers, in-school interventions, referrals to professional agencies such as Speech and Language Therapists. At all stages, parents/carers will be kept informed of the provision in place for their child.

Parents are able to discuss their child with either the class teacher, the SENCO or the Leadership Team should they have concerns over their child's progress.

### How will school staff support my child?

- All children are provided with 'Quality First Teaching' – this ensures that a good level of classroom teaching is in place.
- Most children identified as having special educational needs will have Individual Education Plans (IEP) which outline specialised targets and strategies to support your child.
- IEP's are reviewed termly with the child and shared with parents.
- The school's SENCO meets regularly with the Educational Psychologist, the school's Pastoral Team (Learning Mentor and Community and Inclusion Officer) and the Leadership Team. Any child needing support will be identified to the relevant professionals and given any support necessary.
- Children identified as needing extra support will have interventions put in place. These interventions are monitored to ensure they are effective.
- Some children may need support for medical and physical conditions. Where this is the case, school will liaise with the relevant professional agency to ensure support is provided for the child.
- In some cases, social, emotional and mental health support might be needed. This may take the form of support within school by the Pastoral Team or further support can be sought through the North West Area Inclusion Partnership (NWAIP).

### How will I know how my child is doing and how will you help me to support my child's learning?

- All children's progress is shared with parents throughout the year during parents' evenings and parents are informed of their child's attainment.
- Parents of SEND children may be invited to meet relevant members of staff so that a detailed and full conversation can take place.
- If teachers have concerns, they will discuss these with the SENCO and/or the Leadership Team before contacting parents to discuss concerns.
- The class teacher or SENCO will speak to you regarding any referrals to outside agencies to support your child's learning.
- Pupil Support Plans are shared with parents each term. Parents have the opportunity to contribute to the formation of their child's plan.
- All children are tracked using school's data tracking. The SENCO monitors the progress of children with SEND needs.
- Annual reports are written for every child.

### What specialist services and expertise are available at or accessed by the school?

School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include: Speech and Language Therapy, Occupational therapy, Physiotherapy, CAMHS, Educational Psychologist, NWAIP, Social Services, Paediatricians and the School Nursing Team.

### What training is given to staff who are supporting children and young people with SEND?

- As required, staff receive regular training from the School Nursing Team around key medical issues involving the children in their care.
- Basic First Aid training is provided for all staff throughout school.
- Further training from professionals such as STARS, Speech and Language, Physiotherapy takes place regularly. This may involve whole school training or specific training relating to an individual pupil's needs.

### How will my child be included in activities outside the classroom including school trips?

- All children are encouraged to take part in all activities both within and outside of school. As appropriate, reasonable adjustments will be considered to promote partial participation if some visits are risk assessed as inaccessible.

- Risk assessments are carried out and procedures are put into place to enable children to participate.

**How accessible is the school environment?**

- We have wheelchair access.
- There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability.
- A Computer suite is accessible across school and the use of computers and iPads enable all children to have access to new technologies to support their learning.
- For additional information, please see the latest Accessibility Policy and Plan.

**How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

We recognise that transition may be an anxious time for a child with SEND. To promote a smooth transition school may take some of the following steps.

If your child is joining our school:

- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.
- A member of the Pastoral Team will either show the child and parents around school or be available to answer any questions.
- Where the child already attends a private childcare setting or another school, the new class teacher or SENCo will liaise with the current setting to gain advice on the systems which are currently in place to support the child before the child moves to our school.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance by current class teacher and, where needed, the SENCo.
- Your child will have transition visits to meet the class teacher and become familiar with their new classroom.

Year 6 – moving to high school settings:

- The teacher and SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

**How are the school's resources allocated and matched to children's special educational needs?**

- All classes have highly skilled support staff as well as a qualified teacher.
- Resources may include deployment of staff depending on individual circumstances.
- Resources are allocated throughout the year on a needs basis and deployed based on discussions between Class Teachers, SENCo, the Leadership Team and professionals involved with each child.

**Who can I contact for further information?**

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the Mrs Russell, SENCo, or a member of the Leadership Team.