

## **Hook CE Primary School SEND Policy**

Hook C.E. Primary school  
Garth Lane  
Hook  
Goole  
East Riding of Yorkshire  
DN14 5NW

Head of School : Mrs C. Ainley  
S.E.N. Co-ordinator : Mrs C. Ainley & Mrs N. Glew  
S.E.N. Governor : Mr K Barclay

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### **THE SEND AIMS OF THE SCHOOL**

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To provide SEND pupils with the opportunity to demonstrate what they know, understand and are able to do.
- To ensure that SEND pupils achieve success and develop a positive self-image and have good relationships with non SEND pupils.
- To ensure SEND pupils achieve their full potential.
- Through a wide range of activities provide SEND pupils with the opportunity to achieve as much independence as possible.

### **OBJECTIVES**

1. Through the planning process identify and cater for the individual needs of all children.
2. Through the school's agreed assessment procedures and target setting, ensure that all children are provided with the challenges necessary for them to achieve the highest possible level in all areas of the curriculum.
3. Through the school's agreed procedure for assessment and evaluation to identify all the pupils with SEND.
4. To liaise with outside agencies for the necessary advice and support for all pupils identified with having SEND.
5. To provide the resources necessary to support those pupils identified as having SEND.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This policy has been developed over a period of time. It was written originally in 1995 and has been reviewed on a regular basis. This version has been reviewed by the SENDCO, Mrs C Ainley and shared with all other staff, including the governing body, the teaching staff, TAs, pupils and parents. It has been presented to the Governing body of the school for consultation and adoption.

This policy is reflected in all other school policies, and is linked especially closely to the Inclusion Policy and Behaviour Policy, and fundamentally reflected in the Teaching and Learning Policy. All staff are fully committed to the principles of this policy.

SEND objectives are addressed in the School Development Plan, and, as necessary, in an on-going manner as they relate to all other areas being reviewed.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Hook school is committed to true partnership with parents and pupils, and other agencies and professionals involved in the SEND process.

#### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

#### **A child has learning difficulties if he or she:**

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream school.

#### **Special education provision means:**

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.  
(1996 Education Act, section 312)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Hook CE Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

#### **Roles and Responsibilities**

The SEND team of the school is:

SENCO (Special Needs Co-ordinator): Mrs C.

Ainley & Mrs N. Glew

The SEND Governor: Mr K Barclay

All teaching staff are responsible for the children within their care, and T.A.s are required to assist with the delivery of the curriculum under the direction of the class teacher, or SENCO / Head Teacher.

#### **THE ROLE OF THE SENCO**

The SENCO plays a crucial role in the school's SEND provision. The SENCO is a qualified teacher currently undergoing the NASENCO qualification in line with Code of Practise requirements. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND

- Liaising with, collect information from and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents: formally and informally
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies
- Identify patterns for children on the SEND register.
- Produce and publish annual SEND report

For effective co-ordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility **all** teachers have in making provision for SEND pupils.
- The commitment required by staff to keep the SENCO well informed about pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils. All information is kept in the black classroom SEND files, individual Can Do records, and on the assessment column of the short term planning documents. The SENCO holds information about all children on the SEND Register, and SEND files are kept for each child with the Administrative Assistants. A record of involvement is kept centrally.
- What exactly constitutes a 'level of concern' and at which point a child is placed on the SEND register.
- Mechanisms that exist to alert the SENCO to such 'levels of concern'.
- The procedure by which parents are informed of this concern and the subsequent SEND provision.
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

There is a specific routine for consultations at the time of termly reviews

Parents are welcome into school to discuss their child with the class teacher and/or SENCO at any convenient time.

There is a Parent's Handbook which provides a simplified guide to SEND. There are booklets provided by the government, the Education Authority, and a variety of specialist organisations.

### **THE ROLE OF THE GOVERNING BODY**

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

### **THE ROLE OF THE CLASS TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil, and convey this information to outside agencies when required.
- In collaboration with the SENCO, develop IEPs for SEND pupils. This is reviewed regularly and incorporates small step targets, and also involves the child and the parents/guardians, and TAs.
- Working with SEND pupils on a daily basis to deliver the IEP targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy
- Managing the TAs involved in the education of the SEND children in their care.
- Provide an annual report for parents.

### **THE ROLE OF THE HEADTEACHER**

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENCO/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

### **Co-ordinating and managing provision**

Each year the SEND provision is reviewed when the SENCOs/Head Teacher and staff meet together to discuss the on-going monitoring of this area. Issues are identified and actions required are built into the School Development Plan.

### **Admission arrangements**

Hook C.E. Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement or Educational Health Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **Allocation of Resources**

All schools in the East Riding receive funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils
2. The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required
3. Specific top up funds allocated to schools to meet the needs of pupils with EHC plans

Hook C.E. Primary School aims to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEND are available on request.

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

#### **Broad Areas of Special Educational Needs**

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

The SEN Code of Practice 2016 makes it clear that

'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'

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

## **EARLY IDENTIFICATION**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against end of phase descriptors (Can Do Statements).
- Standardised screening or assessment tools.
- Screening /diagnostic tests such as Bohems.
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results and end of Key Stage Assessments
- External exam results

### **SEND PROVISION**

On entry to the school each child's attainment will be baselined. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

### **THE RANGE OF PROVISION**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Short sessions of withdrawal to work with a support teacher
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SEND support. If after further consideration,

a more sustained level of support is needed, school would access support from specialist services. If it is decided that a child's needs cannot be met under the schools usual arrangements, the school, working with the parents and all other agencies with involvement, would write up an Educational Health Care plan for consideration by the authority.

The school also recognises that parents have a right to request a Statutory Assessment.

### **RECORD-KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEND, the school will intervene through SEND procedure for SEND support.

**SEND Support** is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

### **USE OF SUPPORT STAFF WITHIN SEND Support**

At SEND Support level, support will be given to children identified, by TAs who work as directed by the class teacher, SENCO, or Head Teacher. They will give general support as well as working with the children on their targets set on IEPs.

### **NATURE OF INTERVENTION**

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

### **INDIVIDUAL EDUCATION PLANS**

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

### **REVIEWING IEPs**

IEPs will be reviewed dependent on deadlines set with targets. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

### **Involvement of external agencies**

When it is deemed SEND support provision in schools is not effectively meeting the needs of a child, school will liaise with parents to discuss the involvement of external support services that can provide specialised advice and support. External support services will advise on targets for a new IEP and provide specialist inputs to the support process. School staff will coordinate the referral with input from parents

A request for external agency involvement will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

### **REQUEST FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT**

The school will request an education, health and care needs assessment from the LA when, despite an individualised programme of sustained intervention with specialist intervention approaches, the child remains a significant cause for concern. An education, health and care needs assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with within the SEND support procedure
- The pupil's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history

- N.C. levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

When the Local Authority decide an assessment is appropriate, all of the involved professionals including parents and an EHC plan co-ordinator will meet to consider what is required to best support the child over the next 12 months. A draft plan is then drawn up for all to consider including the local authority panel to decide on the level of extra provision needed.

The targets set over the 12 months are split into Educational, Health and Care categories. It will be decided at this stage how the targets will be achieved and who has responsibility for the delivery of the target. The school recognises that we must take steps to actively involve the views of the child and their parents when drawing up the plan in line with Person Centred principles.

### **REVIEWS OF EDUCATION, HEALTH AND CARE PLANS**

Education, Health and Care plans must be reviewed annually. The SENCO will organise these reviews and invite any professionals including parents who have current involvement with the child, and the child if appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the Education, Health and Care plan targets
- Review the provision made for the pupil in the main areas of the plan.
- Consider the appropriateness of the existing plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. The Chief Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues

### **Curriculum Access and Inclusion**

Hook C E Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Hook C.E. Primary School we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The school has adopted the use of PIVATS to assist with planning for children working at the P Scale levels.

### **Evaluating success**

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

- Monitoring of classroom practice by SENCo and subject co-ordinator
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEND Register

- Parent views
- Consideration of each pupil's success in meeting IEP targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The LA SEND moderation process
- The School Development Plan/SEND Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

### **Complaints procedures**

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **Staff development and appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction. The School's INSET needs will be included in the School Development Plan.

### **Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- EPBST
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Sensory and physical teaching service
- Traveller Education
- Occupational Health

In addition, important links are in place with the following organisations:

- The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Sure Start

- Other groups or organisations

We provide information of the services our school can offer on our school website which also provides a link to the website detailing the services offered by the Local Authority.

### **Partnership with parents**

Hook C.E. Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

### **The voice of the child**

In Hook C.E. Primary School we encourage pupils to participate in their learning by using the Can Do Statements, to be involved in the assessment of their own work against specific criteria, and identify targets to work on in the future. Pupils have access to the short term planning, which identifies learning objectives and the criteria for achievement. In the case of children working within the SEND support process, we recognise the importance of the views of the children particularly when assessing the barriers to learning.

### **References**

- Special Educational Needs and Disability Code of Practise: 0-25 years (January 2015)
- Special Educational Needs and Disability Act 2001

Policy written by JCH 1995

Revised by LMS 1998, 2002, 2004

Revised by BA 2007

Revised by JCH 2009

Revised by JCH 2011

Reviewed JCH 2013

Reviewed by CA 2016

Reviewed by CA 2018