



SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY 2017

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Section 1: Responsibilities and School Ethos.

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School ethos: Harefield Primary school supports the right of every child to have equal access to a broad and balanced education which incorporates the National Curriculum, regardless of their academic or physical ability, behaviour, gender, religious or ethnic background. We support all children in their endeavours to reach their full potential by providing flexible and varied support appropriate to their individual needs, in a caring atmosphere where self-esteem, confidence and independence are fostered.

This policy has been developed in consultation with the Executive Head, Head of School, Board of Trustees, School Governors, parents of pupils with SEND and the Senior Leadership Team.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England KS1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by Emma Millard (SENCO) in liaison with Gary Hampton (Executive Head), the Board of Trustees, SLT, all staff and parents of pupils with SEND. Co-production of this policy is in line with the principles of the current reforms.

Section 2: Aim and Objective.

At Harefield Primary School, our aims are: -

- To form a positive working partnership with parents, consulting with and reporting to them from the outset and at regular intervals on their child's progress.
- To ensure that all staff are alert to any indications that a child may be experiencing difficulties at school.
- That children be assessed as soon as possible when difficulties are recognised, using a range of screening and assessment materials.
- To plan and implement an individual programme of support adhering to the approach described in the SEND Code of Practice.
- To involve the pupil in planning for and reviewing the provision for their needs.
- To consult fully with the class teacher and teaching assistants at all stages.

- To collaborate with all external providers of support.
- To monitor, record and review the effectiveness of the programme on a regular basis, making adjustments where necessary.

A child at Harefield Primary School is defined as having SEND when their learning needs require support above and beyond that normally provided in the classroom or early years setting. The SEND Code of Practice describes the following four areas of difficulty and it is recognised that some children will experience difficulties in more than one area: -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical.

Objective

In order to meet the needs of children and young people with SEND, in our setting, we must: -

- Identify and provide for those children who have SEND, as soon as possible, through discussion with both the parents/ guardians of the child and the Graduated Approach, as set out on the SEND Code of Practice (2014).
- To work within the guidance provided by the SEND Code of Practice (2014).
- Work in partnership with parents to support their child.
- Provide high quality teaching and a differentiated curriculum.
- Have high expectations of all children.
- Use a variety of teaching styles and cater for different learning styles.
- Use resources effectively to support learning.
- Assess and keep records of progress for children with SEND.
- Work as part of a multidisciplinary team to provide support for children with SEND.
- Encourage active participation by the child in meeting their own needs.
- Provide ongoing training, support and advice for all staff working with children with SEND.
- Celebrate achievement with pupils, parents and carers.

Section 3: Identifying Special Educational Needs

At Harefield Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the Special Educational Needs of the child or young person. Through discussions with parents/ carers, we can quickly identify any special needs children already have and will tailor our educational package to suit their individual needs. Whilst working directly with the child or young person, we may identify a need that requires additional support. The SEND Code of Practice (2014) describes the four broad categories of need as: -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical.

Section 4: A Graduated Approach to SEN Support

The SEND Code of Practice (2014) states that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions/ adjustments and good quality personalised teaching.

At Harefield Primary School, we aim to provide consistent quality first teaching, all of our teachers provide for ALL pupils in their class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist teaching staff. The first step to responding to children and young people with SEN is high quality teaching, differentiated for the individual pupils.

At Harefield Primary School, we regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of under achievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

In recording pupils needs on our SEN register, our criteria for "entering" a pupil on this record includes: -

- Conversations with parents about the needs of their child.
- Conversations with the child (where appropriate).
- Discussions with teaching staff who are providing high quality teaching, intervention and additional support.
- Discussions with outside agencies (i.e. Speech and Language Therapist, Physiotherapist, etc) connected to the child or young person, where appropriate.
- Class teacher and Emma Millard consider all of the information provided about the needs of the child, pupil progress, alongside national data and expectations of progress.
- For higher levels of need, Harefield Primary School draw on more specialised assessments from external agencies and professionals, where appropriate.

In order to make a decision as to whether the pupil is put on the SEN Register, Harefield Primary School follows the Graduated Approach; teachers continually assess, plan, implement and review their approach to inform further teaching.

Section 5: Managing Pupils Needs on the SEN Register

Assessment is ongoing, formative and informative, carried out to identify strengths and weaknesses. It provides the basis for future planning and to inform pupils of their progress. Children's progress is reviewed each half term and appropriate provision is made to address needs. Targets are set and reviewed in class and discussed with parents at termly parent's evenings. At each review we will discuss the progress made by the child, the effectiveness and relevance of the support given and future action to be taken. Parents are kept informed of any additional support their child may be receiving and are invited to discuss this further with the SENCO.

For children who have an EHCP (Education, Health and Care Plan), provision is regularly monitored and assessed to ensure the child is being supported to reach their EHCP targets. The SENCO and Class

Teachers regularly liaise with parents informally and there is a formal annual review with the parents as well.

Section 6: Criteria for Exiting the SEN Register/ Record

Following the Graduated Approach, if the needs of the child change dramatically, and their needs can be met with reasonable adjustments and good quality personalised teaching then they will be removed from the SEN register. (SEND Code of Practice 2014).

Section 7: Supporting Pupils and Families

The school provides a parent group for parents in need of additional support for their child/ children. We have recently employed a Welfare Assistant to support some of our more vulnerable pupils in school. In addition, there are monthly parent "drop ins" run by the Trust's Family Support Manager. For more information about services that support pupils and families, for example the Local Offer, our Admissions policy etc., please refer to our website www.harefieldprimaryschool.net

Section 8: Supporting Pupils at School with Medical Conditions

Harefield Primary 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 an 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.

We have a Welfare Assistant who can provide personal care and the Office staff can administer some medicines. Please contact us in advance of your child's start date to discuss their individual medical needs.

Section 9: Monitoring and Evaluation of SEND

Harefield Primary School regularly and carefully monitors and evaluates the quality of provision we offer to all pupils. We do this through observations, work scrutiny, sampling of parent views, pupils views and staff views. In addition, the Board of Trustees meet regularly to monitor, challenge and support the school at a strategic level. Meetings focus on a range of areas including standards, finance, safeguarding & strategic planning. By continually evaluating and monitoring the provision at Harefield Primary School, this promotes an active process of continual review and improvement of provision for all pupils.

Section 10: Training and Resources

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCO/ Head of School, to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. 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. In addition, regular monitoring of the provision is undertaken by SLT to inform further staff development and training.

Section 11: Roles and Responsibilities

Designated Teacher with specific safeguarding responsibility - Gary Hampton (Executive Head), Georgia Swift (Acting Head of School), Mandy Brown (Assistant Head) and Emma Millard (Acting Deputy Head and SENCO).

Member of staff responsible for managing PPG/LAC funding: Mandy Brown (Assistant Head)

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Emma Millard (Acting Deputy Head and SENCO).

Section 12: Reviewing the Policy

This policy was updated in February 2017 and will be reviewed annually.

Section 13: Accessibility

At Harefield Primary School, we promote equality of opportunity for all disabled people. Our DDA Policy is available at the school. The policy: -

- Ensures all staff are aware of how the duties should be implemented in their specific areas of responsibility.
- Recognises the needs of all groups within the school and ensuring they have access to all areas of the school for their learning, welfare, equality and safety.
- Ensures provision is planned to provide safe entry and exits from the building.
- Promotes high expectations for all.
- Ensures all plans are guided by the National Curriculum Inclusion Statement and aims of the school curriculum.
- Recognises the need to work closely with parents and seek views and responses from our stakeholders.
- Commits to the effective and sustainable use of resources.
- Sets out clear evaluation processes.

To ensure fulfilment of this policy, the school will;

- Think ahead and anticipating the barriers disabled pupils and adults may face - and remove or minimise them.
- Develop a 3 year action plan to develop the DDA aspects within the school
- Anticipate the barriers that disabled pupils and adults may face and remove or minimise them before individuals are placed at a substantial disadvantage.
- Make reasonable adjustments in admissions, exclusions and 'education and associated services'.
- Ensure all pupils have access to all elements of the curriculum.
- Develop the physical environment to increase access to education and associated services at the school.
- Improve the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

Date Agreed March 2015. Date to be reviewed March 2018.

Section 14: Dealing with complaints

Please refer to the Complaints policy on our website.

Section 15: Bullying

Please refer to the behaviour policy on our website.

Section 16: Appendices

- Our school website - www.harefieldprimaryschool.net
- Contact us: - Harefield Primary School, Yeovil Chase, Southampton, SO18 5NZ. Tel: 02380 463240. Office Hours: 8.30am - 4.30pm Monday to Friday, Term time only.
- Our SEN Information Report is also available on our website.

Date Agreed: February 2017

Date to be reviewed: February 2018