



SEND Policy and Information Report

Version 1.1



Policy Review Table

Version	Date of review	Change Description	Revised by
1.1	18-07-2022	SEND governor named as Mark Saxon (this was missing from version 1.0)	A Hossen
Next Review Date:			



Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Hazel Grove Primary School, we believe that meeting the requirements of children with special educational needs and/or disability is the responsibility of all staff. Essential to this task will be respect for the gifts and needs of each individual pupil. We have an inclusive approach that has the highest expectations of all pupils. We support all children to enable them to reach their highest potential. All pupils are encouraged to develop their skills and interests and be their best self. We teach all children to have respect for each other and all of our individualities. Differences are celebrated and embraced as the children go along their journey through our school and on to future pathways.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENDCO

Hazel Grove Primary School has a SENDCO (Special Needs and Disabilities Coordinator) who will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

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- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care plans (EHCPs)
 - Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
 - Advise on the graduated approach to providing SEND support
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Be the point of contact for external agencies, especially the local authority and its support services
 - Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
 - Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SEND lead to determine the strategic development of the SEND policy and provision in the school
- Mark Saxon is the SEND governor

The Head Teacher

The Head Teacher will:

- Work with the SEND lead and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision

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- Ensuring they follow this SEND policy.

SEND Information Report

The kinds of SEND that are provided for

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

- **Communication and interaction**, for example; Autistic Spectrum Condition, speech and language difficulties/ disorders
- **Cognition and learning**, for example; dyslexia, dyspraxia, dyscalculia, moderate learning difficulties
- **Social, emotional and mental health difficulties**, for example; Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder
- **Sensory and/or physical needs**, for example; visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. As well as ongoing formative assessment, pupils complete a range of assessments in Maths and English each half term. Class teachers and school leaders will meet each term to discuss pupil progress and at this meeting they will identify those 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

This may include progress in areas other than attainment, for example; social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early informal discussion with the pupil (where appropriate) and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

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- Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents'/carers' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are

We will discuss with parents/carers when it is decided that a pupil will receive SEND support. If a pupil on the SEND register needs significant support from outside agencies, a meeting will be held with parents to discuss next steps.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review following the Hazel Grove flowchart for SEND. Reviews at each stage of the flowchart take place at least each half term. Timescales are flexible and responsive to need.



SEN Flowchart

Step 1 - Initial Concern

Parents, professionals or staff can raise a concern with the SENDCo, who will then observe pupils, monitor learning behaviours and the class teacher will ensure provision is accurate and effective. Often concerns are discussed with parents and/or carers (via class teacher) to ensure that a whole picture of the child is ascertained. A decision will then be made as what type of support a child may require e.g. academic interventions, Quality First Teaching (QFT) or a specific intervention programme

Step 2 – Intervention through Quality First Teaching (QFT)

If it is agreed that a child does require additional support then the Class Teacher will endeavour to ensure that their needs are met within an inclusive environment as much as possible. They will adapt and individualise practices for that pupil to help reduce or remove any barriers to learning they may have. The SENDCo will be consulted and parents will be kept updated by the class teacher when required to do so in addition to statutory Parents Evenings, where the SENDCo is always present. In this step, referrals to health practitioners such as Speech and Language (SALT) may be completed, once consent is ascertained.

Step 3 – SEND Register

If none or little progress is made through QFT and/or basic interventions, then further discussions with parents, the Class Teacher (during Pupil Progress meetings) and SENDCo will take place. If it is decided that additional support is required in order to meet needs then the SENDCo will contact parents and request them to give written consent for their child to be placed on the SEND register as SEND Active. . Once this has been agreed, the role of the SENDCo becomes a more active one and additional discussions, observations, referrals and actions may now begin. A child is then devised a Teaching and Learning Plan (TLP) and this is then shared with the pupil and discussed with parents during Parents Evenings. Interventions are now 'formal', will follow a standardised Assess Plan Do Review (APDR) format and the teacher will log them formally on Insight.

It is recognised that a minimum of two APDR cycles should be completed, and if results show the child has made little or no progress, then support will be escalated to the next stage.



Step 4 – Implementation of External Agencies Recommendations

Once it has been agreed by staff and parents that additional support is required in order to either understand an individual's needs more or to begin the formal assessment process, then a referral to the appropriate professional will be made once consent has been received.

After a referral has been made, a professional will carry out an observation and/or assessment and then a report is usually produced. This is then passed on to parents and either the professional or SENDCo will then discuss the findings within it. The SENDCo will also meet with the Class Teacher and discuss recommendations and help develop provision for the beginning of the APDR cycle (targets provided by professionals will be used as part of their TLP).

Professionals endeavour to review each child twice, with the Class Teacher and SENDCo supporting in the interim. Parents may not necessarily be notified of the agreed observation date as this is subject to change and we wish for the child to remain unaware so that any behaviours observed are accurate and not rehearsed, but they will receive a copy of any reports and a call will be made to update them of any concerns/actions raised during the observation.

Step 5 – Education and Health Care Plan (EHCP)

Not all children who are on the SEN register will need an EHCP to ensure their needs can be met. They may still be working below the age expected level or making slow progress, but their needs are not yet significant enough to warrant an EHCP and the school can continue making reasonable adjustments to their provision. TLPs may be replaced with SEND Support Plans (SSP) if a view is taken that the child may require an EHCP.

There are many variants and decisions, which are taken into account when a decision is made to apply for an EHCP. Such support is usually required when a child's needs are significant and cannot be met by the school alone and they require additional funding in order to meet those needs. Applications can be submitted by:

1. Parents
2. Professionals (Social Workers or Health Professionals etc.)
3. SENDCo/Setting

Each referral is reliant upon accurate mapping of APDR cycles and analysis of their effectiveness, accurate costing of interventions, professional involvement and parental support. The process, can take up to twenty weeks to complete (Once the application has been submitted), but under usual circumstances they require historic data and specific involvement before an application can be started. Under very exceptional circumstances the referral process may be slightly different depending upon the severity of the case.

However, it is important to state that not all applications are successful and the Local Authority has the opportunity to refuse an EHCP assessment should they feel that a child's needs can still be met at SEN alone. Parents do have an opportunity to contest this decision, but this is done independent of the setting.

Step 6 – EHCP Implementation

Once an application is submitted and if a decision of 'yes to assess' is made by the Local Authority, then additional professional and SENDCo reports will be submitted, only then will a Draft EHCP be sent to parents, professions and the SENDCo.

The draft document is then reviewed and amended if necessary, before a final copy is sent to all parties and an implementation meeting is then held with parents where it is explained how the setting aims to achieve the targets set out within the plan. As with all EHCPs a small proportion of 'additional' funding is awarded and this is used to meet those recommendations outlined within the EHCP. It is up to the setting to decide how this is achieved and then ensure that all interventions are recorded within the costed provision map and assessed using the APDR model. A full review of the document is then completed annually, unless the child is under five, then the review is completed at six monthly intervals.

APDR SEND Cycle Process

All aspects of the SEND identification can be repeated and reviewed at the discretion of the SENDCo, in conjunction with parents and Class Teacher. The SEND register is not a fixed document and those pupils that do progress or reduce the learning gap can be taken off the register at any time. In addition, it is a parent's right to request their child be removed from the register; however, it must be understood that in doing so, it would have a detrimental effect on their learning.

By adopting a graduated approach to supporting pupils with SEND, progress and outcomes can be tracked efficiently and altered in accordance with their ever-changing needs. This involves a cycle of action know as Assess, Plan, Do and Review (APDR). Each cycle that is completed and monitored becomes more stringent and child specific.





Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils have transition visits to new classes or phases. Teachers may provide a transition booklet for the pupil to take home. Pupils needing additional support for transition between year groups will be identified by the class teacher. The SENDCo will provide support and guidance on tailoring transition. Support is also available from the Learning Support Service; this can be accessed through the SENDCo.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

In school provision includes:

- Differentiated work and teacher support.
- Support from other adults, as needed
- A range of different learning materials
- Special equipment and resources
- Group or individual support.
- Targeted interventions such as speech therapy and precision teaching
- Consultation with external agencies.

Record Keeping Systems in School

The records of each child in school are kept alongside their assessment details and other key data on Insight which is used confidentially by class teachers. Other information such as details of meetings is recorded on CPOMs.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



Additional support for learning

We have Learning Support Assistants (LSAs) in each phase of the school who are trained to deliver a range of interventions. Some of our LSAs are ELKLAN trained.

LSAs will support pupils on a 1:1 basis when necessary e.g. When advised by LSS or EP. This may be due to a physical impairment or significant social, emotional or mental health needs. 1:1 support is only used when there is a high level of need.

LSAs will support pupils by:

- Delivering intervention programmes to specific children addressing their areas in need of development
- Evaluating and monitoring progress of all children.
- Facilitating activities which develop specific skills and learning.
- Supporting and enhancing the emotional wellbeing of children.
- Working with the children in a variety of settings: one to one, small group and if deemed necessary, within class.
- Assisting in the collection of data and evidence to track progress
- Delivering speech and language programmes to key children specified by the SENDCo.
- Meeting and communicating with class teachers/SENDCo on pupil progress and success in achieving TLP targets.
- Helping teachers devise appropriate targets for Learning Plans and assist in teaching these targets.

Securing equipment and facilities

Each year a proportion of the budget is allocated to the development and purchasing of resources to support the provision for pupils with special needs. The SENDCo will detail annually any plans for the development of resources and maintenance in an action plan, which will be part of the school improvement plan. The SENDCo maintains and audits SEND resources making them available for all staff. Digital resources are stored on the school network.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals in the Learning Plan each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil and parent questionnaires
- Monitoring by the SENDCo and school leaders
- Holding annual reviews for pupils with EHC plans
- Tracking children's achievements



Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be active members of the school and to express their needs assertively.
- School has clear expectations which are shared with pupils. Rewards and consequences are consistently applied throughout school.
- Pupils are taught specific emotional management strategies such as the 'Five Finger Strategy'. This is used and referred to throughout the school.
- School has a zero tolerance approach to bullying. Bullying is an open dialogue between staff and children with planned time allocated. Pupils are encouraged to speak to adults in school if they have any concerns or worries.
- Interventions such as Play Therapy, nurture groups and self-esteem and Friendship groups are in place and can be accessed through referral to the in-school Inclusion Officer.

Working with other agencies

School will utilise and call in external agencies to assess and advise teachers about PLPs, strategies and resources. The parties available in Stockport to assist are:

Educational Psychologist

School Nurse

Learning Support Service

Primary Inclusion Team

Occupational therapy

Physiotherapy

Speech and Language Therapy

NHS

Education Welfare Officer



Complaints about SEN provision

Should any parent/carer have cause for complaint, they should be addressed in the first instance to the Head teacher. The complaint may be directed by the Head Teacher to the Chair of Governors and/or the Governor for SEND. Should action need to be taken, the Stockport complaints procedure will be followed.