



Hayes Meadow Primary School Special Educational Needs and Inclusion Policy

Hayes Meadow's Special Needs Coordinator (SENDCo) is Mrs Morgan.

SEND CURRICULUM INTENT

At Hayes Meadow we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfill their potential and achieve optimal educational outcomes. We have a dedicated SEND Hub – 'The Hub' for our pupils with the most complex SEND needs which supports them to communicate and learn skills to enable them to be successfully educated within a mainstream setting.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and specific subjects;
- planning to develop children's understanding through the use of multi-sensory strategies and varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

INCLUSION STATEMENT

We value all our children as individuals at Hayes Meadow irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We have a progressive curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even their end of year expectations.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. 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 quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND

AIM

- To reach high levels of achievement for all.
- To be an inclusive school.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To meet individual needs through a wide range of provision.
- To provide curriculum access for all.
- To work towards inclusion in partnership with other agencies and schools.
- 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.

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day-to-day implementation of the policy to the SENDCo who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are

aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). Adults in school show a positive and sensitive attitude towards all pupils. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centered.

The SENDCo is responsible for:

- Overseeing the day-day operation of this policy coordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND (in conjunction with class teachers) contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The SENDCo is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEND policy. Termly meetings will take place.

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress



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

SEND code of practice:
0 to 25 years

The SENDCo maintains a list of pupils identified through the procedures listed; this is called our Contextual Information. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils the school or other educational or health professionals may undertake a more in-depth individual assessment

CURRICULUM ACCESS AND PROVISION

Quality First Teaching in all classes allows all pupils to access our curriculum. Our SEND hub offers pupils with additional needs an environment to work towards their individual targets in a quiet and calm environment. Additional interventions and support are put in place where needed. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- Quality First Teaching for all.
- In class support for small groups with the class teacher or Teaching Assistant (TA)
- Individual support
- Key vocabulary teaching
- Differentiation of resources
- Pre teaching
- Provision of alternative learning materials/ special equipment
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training
- The Hub with three or four members of staff

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

RECORD KEEPING

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

- Pupils likes and dislikes
- Strategies and resources that successfully support learning for the pupil
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

TARGETS and INDIVIDUAL LEARNING PLANS

Pupils will first be given a monitoring plan and appropriate intervention to try to close the gap in their attainment or to support their needs. If they then make accelerated progress they can come off their monitoring plan, if they still do not make satisfactory progress they can be moved onto the SEND register and an Individual Learning Plan will be created through discussion with both the pupil and the parent or carer. All pupils on our SEND list within our contextual information will have Individual Learning Plans setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded on Individual Learning Plans containing information on:

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

The Learning Plan 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 Learning Plan will be created through discussion with both the pupil and the parent or carer.

REVIEWING A LEARNING PLAN

Individual Learning Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Placement of a pupil on the SEND register will be made by the SENDCo after full consultation with parents at an Individual learning Plan review. External support services may advise on targets for a new Learning Plan and provide specialist inputs to the support process.

Learning Plan intervention will usually be triggered when 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 (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Emotional problems that substantially impede their learning
- 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

Parental consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Individual Pupil Passport
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history · National Curriculum levels.
- Relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports · Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
Set out in an Individual Learning Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified
- Delivered within the 'The Hub' by the SENDCo, apprentice SEND teacher and trained TAs.

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- The pupil's parent and the pupil (if appropriate)
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENDCo or parent/carer considers appropriate

The Hub

The Hub provides a specialist provision for our pupils with complex special educational needs who have an Education, Health and Care Plan (EHCP) or are undergoing the statutory assessment process. Our pupils access a highly differentiated curriculum, with personalised learning targets and provision tailored to their individual strengths and needs through Sensory (non-verbal) and Progressive (verbal) groups. Provision is planned collaboratively by the Hub teacher and SENDCo, with progress assessed using B Squared, communication supported through Widgit symbols and Makaton, and ongoing liaison with local special schools to ensure best practice and continuous development of the provision. Where appropriate, pupils are fully included in whole-school events and experiences to promote belonging and inclusion. Admission to, and transition from, the Hub is guided by the school's separate Hub **Entry and Exit Policy**.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education

- Making parents and carers feel welcome
Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.



We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

LINKS WITH EDUCATION SUPPORT SERVICES

We use Staffordshire's Local Offer which provided information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals.

For pupils on our SEND Support list any one or more of the following agencies may be involved: Staffordshire SEND and Inclusion Hub, Educational Psychologist, AIT, School Nurse, SALT, CAMHS, Midlands Psychology, SENSS.

RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

EVALUATION

The governors will evaluate the success of this policy within the school by enquiring how effectively children with Special Educational Needs participate in the whole curriculum and all activities. The governors will come to a judgement, based on their own knowledge and experience throughout each school year, about the working of a parent partnership and how well the children are meeting their targets set in their Individual Learning Plans. The governors will take particular note of how pupils with Special Educational Needs develop their independence and assume responsibilities throughout the school. The governor responsible for SEND has contact with the SENDCo and is updated about children on the Contextual register in a termly SEND meeting with the SENDCo and then reports back to the governing body. The governor responsible for SEND is Mrs Zoe Cahalan.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENDCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

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