Policy for Special Educational Needs and Disabilities (SEND)

Stoneferry Primary School

Stoneferry Road

Hull

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Written by: Jo Perkins		**Date:** 01.10.26
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Aims and Objectives

The aims of this policy are:

- To create an inclusive and equitable environment that meets the educational needs of each young person
- To ensure that the special educational needs of young people are identified, assessed and supported
- To make clear the expectations and roles of all staff and stakeholders in the process
- To enable all young people, make academic and personal progress
- To ensure that support is person centered and the child/young person and their family contribute to the process

The objectives of this policy:

- To provide Quality First Teaching with appropriate differentiation to ensure all learners are included, where possible
- To adopt a graduated approach to assessing needs, that includes support from a range of external professionals to give support and guidance when necessary
- To work in partnership with parents and carers, ensuring that they are consulted and well-informed and that their views are considered
- To ensure that young people are involved in their own Individual Learning Journey
- To provide appropriate and regular CPD opportunities to improve the expertise of staff

Introduction

This document is a statement of the aims, principles and strategies for the teaching of children with Special Education Needs at Stoneferry Primary School. It gives information on the school's provision for children identified with Special Educational Needs and Disabilities and has been developed in response to the publication of the Code of Practice 2014. This policy should be read alongside the school's offer for SEN, Hull's Local Offer as well as the Single Equalities scheme.

Stoneferry Vision

At Stoneferry Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children whatever their needs or abilities. We aim to ensure all children have the same high expectations regardless of any additional need and we adapt our curriculum and provision so all children have access to a broad and balanced curriculum which meets their individual needs. We work in close partnership with parents and the wider community to nurture and support all our children to become healthy, independent, successful and caring citizens in a multicultural and fast-changing world. We seek to ensure that children with SEND are fully included in all aspects of school life. We

believe that children with SEND and their parents/carers should be at the heart of planning and decision making. Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

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 SEN and disabilities

• The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report

Definition of Special Educational Needs

The Special Educational Needs Code of Practice 2014 defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

• has a significantly greater difficulty in learning than the majority of others of the same age or

• has a disability which prevents or hinders him or her 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

The SEN Code of Practice states that a child's needs and requirements fall into four broad areas or categories as follows:

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

Roles and responsibilities/Co-ordination of provision

The SENCO

The SENCO will:
• Work with the headteacher and SEND Stakeholder to determine the strategic development of the SEND policy and provision in the school
• Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN and disability 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 children's 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 children and their parents are informed about options and a smooth transition is planned
• Work with the headteacher and Stakeholder Group 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 children with SEND up to date • Monitor the effectiveness of quality first teaching for children with SEND
• Monitor and design effective interventions to meet children with SEND needs

The Headteacher

The headteacher will:
• Work with the SENDCO 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 SEN and/or a disability
• Ensure the graduated response is effective and an assess, plan, do review cycle is followed for all learners with SEN and / or disabilities
• Ensure the effectiveness of classroom teaching prior to the identification of SEND

Class teachers

Each class teacher is responsible for:
• The progress and development of every child in their class
• Ensure provision from an EHCP is in place, assessed and reviewed in quality first teaching
• Ensure children's individual targets are assessed, planned and reviewed in quality first teaching
• Adapt the provision for a child with SEND to meet their individual needs
• 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 child's progress and development and decide on any changes to provision
• Ensuring they follow this SEND policy

"Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching." (from Code of Practice 2014

Identification of children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.
Class teachers will make regular assessments of progress for all children and 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
• Widens the attainment gap
• Social and emotional needs have an adverse effect on academic progress
• Is affected by their communication and interaction with adults and their peers

When class teachers assess that a child's progress is not what is expected they will identify this to the SENCO. The SENCO and class teacher will then assess the child and look at what is in place in quality first teaching. If the decision is made that the child has a special educational need the process of assess, plan do and review will be followed using a graduated support plan.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN. 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 child and their parents/carers. We will also consider how we can best support children who have a "significantly greater difficulty in learning than the majority of others of the same age." 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.

Assessing and reviewing children' progress towards outcomes

Where a child is identified as having SEND, school will take action to remove any barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response;
• Assess
• Plan
• Do
• Review

The graduated support plan should be used as a guide to work through this cycle. This is an ongoing process and not limited to more formal SEN reviews, which are carried out termly.

The class teacher will work with the SENCO to carry out a clear analysis of the child's needs.
This will draw on:
• The teacher's assessment and experience of the child
• Their previous progress and attainment or behaviour
• Other teachers' assessments, where relevant
• The individual's development in comparison to their peers and national data • The emotional and social needs of the child
• The communication and interactions of the child
• Any sensory or physical needs
• The views and experience of parents
• The child's own views
• Advice from internal support services and external support services, if relevant

The assessment will be reviewed at regular intervals. Ways in which children are assessed are outlined in the school's SEN Information Report.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress. This will be done through the structure of the graduated support plan which includes cycles of ongoing assessments. The SENCO will ensure these are being reviewed regularly and the support provided is being effective on ensuring the needs of each child are met.

Consulting and involving children and parents and carers

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

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents'/carers concerns
- Everyone understands the agreed outcomes sought for the child and parents / carers are involved in every stage of the assess, plan, do, review cycle
- Everyone is clear on what the next steps are and these are recorded within the graduated support plan on child and parental views (All about Me)
- We will formally notify parents/carers when it is decided that a child will receive SEN support and a support plan and/or provision map will be created and shared.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:

- Liaison with the class teacher
- Consultation days/evenings/events when advice and support in helping their child at home can also be given.

- Formal reviews of child's progress Children with special educational needs will continue to be involved (as is appropriate) at every stage if the assess, plan, do, review process:

At the initial assessing and planning stage, and in order to support a person-centered approach, the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support. Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties. The graduated support plan has a 'child friendly' section which is shared with the child so they are able to understand all aspects of their support. Therefore children, parents and carers have an active role in the planning and decision making regarding any provision for the child.

For further details of the consultation process refer to the SEN Information Report.

The approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class. The approach to teaching children with special educational needs varies, dependent upon the need of the particular child. High quality first teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

Some of the interventions that are used are:

- In class support, where the teacher or Teaching Assistant (TA) may support one or more children to understand the content of the lesson.
- Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of children.
- One to one withdrawal, where there may be a targeted support in their area of need.
- Support within the classroom within quality first teaching where adaptations are made to ensure all children have access to an aspirational curriculum
- Preloading children with 1:1 sessions prior to the lesson being delivered
- Particularly vulnerable children take part in a nurture group for a percentage of time, possibly through withdrawal and or more adhoc support during break and lunchtimes
- For some children, it may be necessary to provide supervision during unstructured times.
- A variety of sports activities are held throughout the school year and children with special educational needs and disabilities are encouraged to participate. Every child is also actively encouraged to participate fully in all school activities, for example school productions and school clubs.
- Additional support is provided for children requiring emotional and social development in the form of social skills groups, friendship groups and nurture groups

Education, Health and Care Plans (EHCP)

The majority of young people with SEND will have their needs met by Stoneferry Primary School's core provision.

However, some young people may require further assessment of their needs by the Local Authority. Stoneferry Primary School will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of intervention, the child/young person is still a significant cause for concern.

A statutory assessment may also be requested by a parent or outside agency.

The aim of statutory assessment (EHCP application) is to:

- Establish and record the views, interests and aspirations of the young person and parents
- Provide a full description of the young person's needs
- Establish outcomes of education, health and care in relation to the young person's needs and aspiration
- Specify the provision required to meet the students' needs and how education, health and care will work together to support this

An Education, Health and Care plan is a legal document which stays with the student in all educational settings from 0-25. When a student has an EHCP, schools, colleges and other settings will follow a consultation process to ensure the setting is able to meet the young person's special educational needs.

However, a request for statutory assessment by the school or parent/carers does not always lead to an Education, Health and Care Plan. The Local Authority may refuse to assess the young person and deem that their special educational needs can be met with resources already available to the school.

Adaptations to the curriculum and learning environment

Adapting our curriculum to ensure all children are able to access it and be done in some of the following ways:

- **Instructional**: Making changes to the instructions which are given to provide children with the opportunities to process and demonstrate what has been taught
- **Physical and social environment**: Making changes to a child's surroundings to maximise learning opportunities and engagement
- **Methods and materials**: Offering children different ways to engage with and absorb the lesson content
- **Process and task**: Modifying or reducing the requirement of tasks to give children multiple means of action and expression
- **Personal assistance**: Enlisting support to provide assistance in helping meet a child's learning needs e.g. using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Adhering to the School's Accessibility plan (See individual schools accessibility plans)

- Needs for equipment and facilities will be assessed for each child individually; this may include using appropriate agencies such as IPASS, who can provide specialist equipment for physical, visual and hearing needs
- Providing small group nurture provision if needed

Arrangements for supporting children with special educational needs and disabilities in transferring between phases of education.

All children with special educational needs and disabilities will require support and planning when they transfer between key stages from 0-25. For example: Two year provision - Preschool – Nursery – Foundation – KS1 – KS2

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process, or the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. We recommend that at this stage parent/carers visit appropriate schools or colleges at the next Key Stage to help an informed choice to be made. The local authority SEN team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs. In addition, other consideration will also be given to the use of social stories, transition and early transition, as these can help to support children and prevent vulnerability during their transition.

Outside agency support

There are a number of agencies from which schools can request support for individual pupils, in order to best support their needs. We must always have parental support, involvement and consent for these referrals. A number of special needs, such as Autism, ADHD are medical diagnoses, which means that only clinical practitioners can make a diagnosis, and not school staff.

Outside agencies include:

- Educational Psychologist
- Clinical Psychologist/psychiatrist
- CAMHS • Northcott Outreach
- Children's Social Care Disability Team

- School Nursing Team
- Speech Therapy
- Physiotherapy
- Occupational Therapy.

Roles and responsibilities

The Governing Board

The governing board will approve the SEND policy and hold the head of school to account for its implementation.

The named SEND governor is Marcus Pearson

Head of School

The head of school is responsible for ensuring that SEND is supported consistently across the school, and for managing complaints about SEND provision. Mrs Havercroft is the head of school.

SENCO

Mrs Perkins is the school SENCO and is responsible for overseeing the day-to-day operation of the school's SEN policy.

Staff

SEND is the responsibility of all staff at Stoneferry Primary School and it is classroom practitioner's responsibility to ensure quality first teaching and high quality differentiation is provided to meet all learners' needs. It is also the class teacher's overall responsibility for progress of SEND learners.

Training

A robust, yearly quality assurance process is used to identify areas of development and appropriate training sessions included in the Stoneferry Primary School yearly CPD calendar.

All staff at Stoneferry Primary School receive extensive training to identify and support SEND needs.

In addition staff have a range of training that support their specialisms, including but not limited to the following:

- Emotional Literacy Support Assistant
- Friendship Groups / Social skills
- Supporting language and communication needs
- Sensory breaks / circuits

In addition, Mrs Perkins holds the National Award for Special Educational Needs (NASENCo).

Complaints

Complaints about SEN provision are first dealt with by the school SENCo.

If a satisfactory conclusion cannot be reached, then an appointment to see the Head of School should be arranged.

If a satisfactory conclusion still can still not be reached, then the complaint would be passed to the complaints committee of the Stoneferry Primary School Governing Body for further consideration and follows the Stoneferry Primary School complaints procedure.

Local Offer

Our local authority local offer is published here:

Home – Hull SEND Local Offer

http://localoffer.eastriding.gov.uk/education

This policy will be reviewed every year by the SENCo.

At every review, the policy will be approved by the Head of School and Stoneferry Primary School Governing Body.