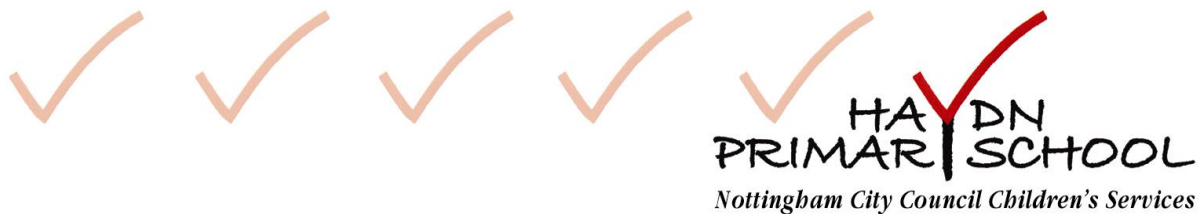




Haydn Primary and Nursery School

SEND Policy 2024

Policy administration	
Based on template:	NST schools
Policy writer:	Amanda Evans
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Haydn Primary School is committed to inclusion and seeks to provide each child with opportunities to achieve his/her full potential. The governors and staff share the determination to create an inclusive, caring and stimulating learning environment, where pupils can feel safe, develop self-confidence and thrive in an atmosphere of mutual respect.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties and emotional or social development.

Special Needs practice at Haydn follows the recommendations of the current legislative requirements of the Special Education Needs and Disability Code of Practice 2014-15 (0-25 years), the Equality Act 2010 and the Children and Families Act 2014.

Definition of Special Educational Needs and Disability (Section 20 of the Children and Families act 2014)

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) 'have a significantly greater difficulty in learning than the majority of pupils of the same age or;
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post 16 institutions.'

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.



Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reformed SEND Code of Practice can be found on the Department for Education's

Website: www.education.gov.uk/schools/pupil/support/sen

Principles

At Haydn Primary School, we believe that:

1. Our school will have children who, at some time or another in their education, will have some form of Special Education Needs.
2. All pupils in our diverse and rich school community have the right to be valued and have the opportunity to develop their full potential, within a context of mutual respect, justice and fairness.
3. Children with SEND have the right to a broad and balanced curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion whilst ensuring individual needs are met.
4. Parents and carers play a vital role in their child's learning and development.

Equal opportunities

The whole school policy on Equal Opportunities will be adhered to in the provision of Special Educational Needs and activities undertaken. The school always tries to ensure that each child is treated fairly without discrimination and is offered the same opportunities, regardless of ability, need, gender or cultural background.

Aims and objectives

- To ensure all statutory guidance is fully implemented across the school
- To ensure equality of opportunity to eliminate prejudice and discrimination against children with SEND.
- To create an environment where pupils feel safe and to voice an opinion concerning their needs.
- To identify children with SEND as early as possible by gathering information from parents, early years settings and health and care services prior to entry to school to support their learning.
- To work as a whole school team; supporting and sharing expertise with colleagues and outside agencies and to encourage the positive involvement of parents/carers in their child's education.
- To overcome barriers to learning and to ensure all pupils have full access to the curriculum, by the use of teaching methods and resources that are tailored to the needs of the individual child.
- To have clear expectations of all parties involved in support of child
- To regularly review and evaluate progress in partnership with parents and children.

Roles and Responsibilities for Special Educational Needs

The person responsible for the provision for children, and for the coordination of the day to day provision for SEND and HLN children in the school, is Mrs Evans. The designated Governor is Andrea Snelling.

Role of Headteacher

- The Headteacher has responsibility for the day to day management of all aspects of the school including SEND provision, having due regard for implementing the SEND Code of Practice 2014.

Role of Governors

- Appoint a 'responsible person' - SENCO
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are known to all who are likely to teach them.

- Ensure that teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that necessary provision is made for any pupil who has special needs and that pupils are fully included.
- Have regard for the current Code of Practice when carrying out its duties.
- Work with governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- Report to parents on the implementation of the SEND policy.

Class Teacher

- Identifying pupils with SEND following the agreed procedure. Liaising with all agencies and staff involved with pupil, both internal and external, to ensure that provision meets needs.
- Planning, implementing and reviewing an appropriately differentiated curriculum for all pupils with SEND.

SENCO

- Ensuring a consistent whole school approach to special needs
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Monitor and evaluate progress of all children with SEND, targeting areas of underachievement and taking appropriate action
- Monitor the impact of specialist intervention strategies and act upon findings
- Monitor and evaluate termly class and individual provision maps
- Liaise with parents regularly and keep all information up to date, disseminating to relevant staff
- Maintain and regularly update the SEN list, individual files and case studies
- Liaise with outside agencies and implement recommendations of reports into child' support plan
- Ensure all staff fulfil their statutory responsibilities to pupils with SEN
- Monitor use of, maintain and develop SEN resources
- Provide opportunities for CPD, support and advice for staff
- Work with the headteacher to implement procedures, allocate available support and resources.
- Monitor the effectiveness of teaching assistants and their support regularly.

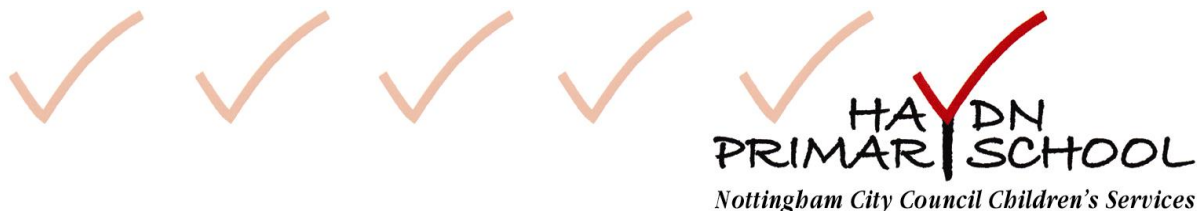
- Liaise with other schools, including secondary, ensuring a continuity of support and provision when a child transfers.
- Liaise with the SEND governor, providing reports to the governing body when required
- Co-ordinate and attend annual reviews
- Chair multi-agency meetings
- Attend network training and liaise with local SENCOs to moderate provision
- Write HLN (High Level Need) funding requests.
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Identification and Assessment

A graduated approach

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take significant steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through 2 and 4 it can be determined the level of provision the child will need going forward.
6. If a child has been removed from the SEN support list they may also fall into this category as continued monitoring may be necessary
7. Parents are informed of their child's development and the circumstances in which they are being monitored. They are encouraged to talk with the school, sharing relevant information.



SEND support

A child will receive SEND provision if it is 'additional to' and 'different from' Quality First Teaching, available to all children.

Haydn uses a graduated approach to special educational needs.

1. A referral form, related to barriers to learning, may be completed for a child if an adult raises a concern, which is then monitored by the SENCO
2. The class teacher informs the parent of concerns and the child is then placed on the SEND support list to ensure provision is matched to need.
3. SEND support children interventions are tracked through provision maps. These outline all support and interventions the child is receiving and are reviewed half termly to assess impact and changes are made as required.
4. High Level Need (HLN)- Element 3 funding: where the school requires additional funding from the LA to meet complex needs the SENCO bids for HLN funding, aided by information from specialist outside agencies.
5. The school, parent or other professional working with the family can request a statutory assessment for an Education and Healthcare plan (EHCP) if it becomes clear that a child's needs have not been fully identified, or that the child is not making good progress despite quality support over a period of time. The EHCP replaces the former Statement of Special Needs. Most children will have their needs met in mainstream and only a small number of children in the city authority attend a specialist setting due to complex needs.

Education and Health Care plan

The process covers from 0-25 years and has an assessment period of 20 weeks. All information is shared so parents do not have to repeat the same information to different agencies. The child is at the centre of the process and encouraged to attend the PCR (Person Centred Review) if appropriate. Professionals involved with the child are invited to attend. The areas for discussion take into account the strengths and areas for development of the child: what is working well; what is challenging; and an action plan is drawn up. Parents receive an information booklet on how to prepare for it. An initial report is prepared from this meeting and a decision is made by a panel whether to go ahead with a full assessment. If the decision is not to issue an EHCP then parents have a right of appeal. For more information on Education and Health Care Plans visit:

www.nottinghamcity.gov.uk/article/27660



Specialist SEND Provision

Areas of need are classified as;

- Communication and Interaction
- Learning and Cognition
- Social, emotional and behavioural
- Sensory and/or physical

In addition to support offered by teachers and teaching assistants at school the school can access a wide range of agencies, as linked to the above areas of need, to provide strategies/advice in delivering interventions, where appropriate, to both home and school.

Monitoring effectiveness of provision

To ensure that effective provision is in place the school has a four part process of;

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Progress is evaluated through the use of targeting underachievement grids, provision maps and work sampling. Pupil progress meetings are also held with the senior leadership team and discussions are held with parents/ carers at SEN reviews. The SENCO monitors on a half termly basis. Levels of attainment before and after interventions are recorded and their impact analysed.

The school uses national and local data to analyse progress against national expectations. The school uses SIMS data and case studies to analyse effectiveness of provision.

All staff are proactive in their approach to offering children alternatives to help them to progress.



Outcomes are communicated to governors.

Social and Emotional Wellbeing

Haydn currently has three ELSAs working in school. They work in partnership with the SENCOs to address the pastoral and social needs of children. Staff can refer a child for ELSA support, with the permission of a parent/carer.

At unstructured times TAs support break times and lunch and run an indoor 'BIO Club.' The Headteacher, together with the SENCO and support staff, maintains and updates a pastoral care list. These may be children who find co-operating and communicating with others difficult; are facing a difficult period in their life; become frustrated with others or find talking/sharing difficult or children who may be underachieving for any of these stated reasons.

Social, emotional and behavioural support is provided through the single point of access pathway and referral to the school nurse. The school has a policy for the administering of medicines. There are attendance and behaviour policies which outline how to avoid exclusion and increase pupils' attendance. Safety of pupils is a high priority. See safeguarding policy. Identified staff are trained in positive handling.

Partnership with Parents/ Carers

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. Haydn recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Haydn works closely with parents of SEN children through daily informal catch ups, regular termly meetings and multi-agency meetings, and ensure that any outside intervention is clearly communicated. Parents/ Carers' consultations are offered three times a year, in addition to reviews.

Partnership with Pupils

All children have time, each day, to evaluate their progress and look at ways of moving forward. They are involved in target setting with support. Pupil voice is important at Haydn. Where appropriate children will be included in review meetings where they can articulate their views.



Transition

In addition to the normal transition procedure, school will share information with the receiving school and arrange transition visits where feasible. In addition to all relevant paperwork, the class teacher and SENCO will liaise with the child's next class teacher in school to provide any extra information so that the child makes a smooth transition without anxiety.

Haydn has strong links with local secondary schools and children with Special Educational Needs receive additional transition, prior to leaving at the end of KS2.

Training

Continued staff training is vital. Haydn is committed to opportunities offered by outside agencies to keep staff informed of initiatives and to access training for all staff, both teachers and TAs, to enhance their skills. The SENCO will be expected to attend HLN training, SENCO networks and local conferences and be responsible for their own CPD (Continuing Professional Development.) Parents are also signposted to other organisations for support.

Accessibility

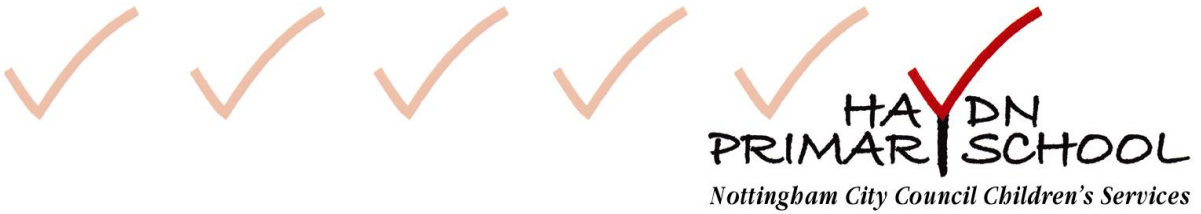
The Foundation Building is fully accessible and complies with current regulations. The main school has an accessible toilet and there are wide doors in most classrooms. The school may request additional equipment required to enable the pupils to access the school/curriculum through specialist funding, with the support of outside agencies.

Local Offer

This describes the services available for children and young people with SEND in Nottingham which is updated regularly. It provides information on:

- Health; such as doctors, nurses and therapists
- Education such as schools, colleges, playgroups and childminders
- Support groups
- Leisure activities More details about the local offer can be found on the Nottingham City Council's website:

www.nottinghamcity.gov.uk/localoffer



Complaints

Any complaints about SEND provision should normally be made initially to the class teacher, then to the SENCO and, if necessary, to the Headteacher. In the event that the issue continues, it should be referred to the governing body. This policy will be reviewed annually.