

# Hamsey Green Primary School

## Special Educational Needs and Disabilities Policy



Written by: Lucy Ali September 2017  
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Next Review: September 2019

# Hamsey Green Primary School

## SEND Policy

### Section 1: Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

#### SENDCO Contact Details:

Mrs Lucy Ali (Regulation 3a for schools).

National SENCO Award for SEN Coordination - completed 2016 (Clause 64, Children and Families Bill 2014)

Member of School Senior Leadership Team (Code of Practice 6.89)

#### School Vision and Values:

Our vision is to develop a school of 'Excellence', where our children and staff pride themselves in becoming life-long learners and achieving their full potential. Our school motto 'Together We Learn for Life' is at the heart of everything we do. We are a welcoming, inclusive school, who understand the importance of working in partnership with parents and carers, in order to ensure children have the best possible outcomes. Having recently joined the Tandridge Learning Trust, with a like minded group of schools, we are embracing this fantastic opportunity to grow talent; share good practice and further increase the opportunities and outcomes for our children.

Hamsey Green Primary is committed to working together and our School Values have been created by the children, staff, governors and parents.

- *Aspirational*
- *Collaborative*
- *Optimistic*
- *Resilient*
- *Nurturing*

### **Contextual Information**

Hamsey Green is a larger than average sized primary school in Surrey formed in 2010 by the amalgamation of an infant and junior school. It is a 2 form entry Primary school with the capacity for 12 classes. The current number on roll is 340. The school is on two sites and borders the London Borough of Croydon and most pupils come from the local community.

#### **Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.**

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 them.

A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools.

There are four categories of need identified by the Code of Practice 2014:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory difficulties

## **Section 2: Aims and Objectives**

### **AIMS**

Hamsey Green Primary School aims to promote high expectations and aspirations for all pupils with SEND. There will be a clear and positive focus on outcomes for children embedded within high-quality teaching, intervention and support within an inclusive environment. At Hamsey Green Primary School we aim:

- To provide an outstanding education for every child.
- To provide a happy, secure, welcoming and stimulating environment where every individual is equally valued.
- To work as a team to plan a challenging, broad-based and well-structured education, encompassing all aspects of the curriculum.
- To value and encourage the support of parents and carers, thereby creating a positive partnership between school and home, enabling children to give of their best.
- To develop an exciting and motivating approach to learning.

- To develop and foster children's moral and social values, alongside a sense of self-worth.
- To promote and encourage healthy lifestyles for all members of our school community.
- To ensure that everybody is provided with opportunities for professional development and their achievements are celebrated

## **OBJECTIVES**

- To ensure the SEN and Disability Act and SEND Code of Practice 0-25 (July 2014) and guidance are implemented effectively across the school.
- To ensure equality of opportunity for all and to eliminate prejudice and discrimination.
- To continually monitor the progress of all pupils, to identify needs and provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by teachers and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having an identified need.
- To ensure that pupils with additional needs are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our local community and where appropriate, links with partner special school will be made to include children into mainstream school on full or part-time basis.
- To enable children to move on from us well equipped in the basic skills and social independence.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them when appropriate.

## **SECTION 3: Identifying Special Educational Needs**

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child. See [Appendix 1](#) detailing other factors that may influence a child's progress and attainment but are not in themselves a special educational need. See [Appendix 2](#) for the categories of need.

A rigorous system of progress monitoring across the school is in place and this takes place on a half termly basis at Pupil Progress Meetings. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. In line with our Behaviour for Learning Policy, children may have a Behaviour Support Plan put in place to provide support. Following intervention children may be placed on the SEND Register (with parental consent) under the Social, Emotional and Mental Health category.

When the class teacher is sufficiently concerned about any aspect of a child's education, health, learning or behaviour, they discuss the child's progress and needs with the parents and the child. It may also be necessary to gather information from previous teachers, schools or professionals' reports. Class teachers will then monitor the health, learning or behaviour that is being presented by the child over the course a period of time agreed with the parent/carer in order to identify particular areas of need or triggers/ patterns in behaviour. This will enable teachers to build a clearer picture of the child and with the support of the SENDCO plan strategies that will be used to support them and in order to access a broad curriculum.

#### **Promoting social, emotional and mental well-being:**

Children need to feel valued, confident and secure to make maximum progress in their learning. Hamsey Green Primary School is committed to promoting the social, emotional and mental wellbeing of our pupils through a range of activities. Some activities are provided by school and others by outside agencies off or on site. For further information regarding the support and services that are available in the local area please see Surrey Local Offer:

<http://www.surreysendlo.co.uk>

## **Section 4: A Graduated Response to SEN Support**

### **Quality First Teaching**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. All children will have access to quality first teaching strategies on a daily basis with lessons planned to meet the needs of all pupils. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

The school has a holistic approach to SEND and recognises that we look at the whole child when identifying any additional needs. Children may move on to the SEND register due to non-academic reasons, for example social, emotional, sensory or medical needs. However, not all pupils with additional medical needs will require being on the SEND register.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and supported. They will be identified if they are underachieving according to National age related expectations.

The support provided consists of a four-part process:

- Assess
- Plan

- Do
- Review

### **Assess**

- The child is recorded by the class teacher on an Identification and Assessment of SEND referral form (*See appendix 3*) and is monitored due to concern by parent or a member of staff, but this does not automatically place the child on the school's SEND register.
- The SENDCO may be consulted for support and advice and may wish to observe the pupil in class.
- Parents will be informed by the class teacher regarding their concerns if not raised by themselves. The school will work in partnership with parents to ensure the best provision is available and parents are encouraged to share information and knowledge that may affect their child's progress.

### **Plan**

- The child's class teacher will take steps to plan differentiated learning opportunities and interventions 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. Any interventions put in place will be recorded on the class provision map.

### **Do**

- Support will be delivered by appropriately trained staff. Support may take the form of additional in-class provision, pre-teaching and the revisiting of previous learning.

### **Review**

- The effectiveness of the support is regularly monitored on a half termly basis, or more frequently as required.
- Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

## **SEND Register**

The decision to move a child onto the Special Needs Register will be taken in discussion with the class teacher, parent and SENDCO. A move to SEN Support will be taken when the review indicates that the teacher has continued concerns and the action taken has not enabled adequate progress to be made or the child has been unable to transfer their learning when the support is reduced. Before special educational provision is made, the SENDCO and class teacher will consider all the information from within the school about the pupil's progress alongside national data and expectations of progress and in consultation with parents.

The SENDCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought. Where external support staff/agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted through referral from the SENDCO, if this is felt to be appropriate, following discussion and agreement from parents.

All children identified as having special needs will be recorded on the Special Needs Register, which is maintained by the SENDCO. This is a live document and is updated when necessary. The provision received by children on the Special Needs Register is reviewed half termly by the SENDCO and class teacher. Annual reviews are held for those children who have an Education, Health and Care plan. Parents of pupils at SEN Support will be offered the opportunity to meet with the SENDCO at Parent Consultation Evenings and can also make appointments throughout the year.

## **Managing Pupils on the SEN Register**

### **SEN Support**

A child is considered to have Special Education Needs when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided continues as part of a four-part process and is an ongoing cycle to enable the 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 pupil to achieve good progress and outcomes. Children placed on the SEND register may have an individual provision map if they have a significantly high level of need that may be long term. This document details the additional SEN support and interventions they are receiving. If a pupil does have a provision map, parents will be provided with and contribute to their child's individual provision map at Parent Consultation Evenings.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous interventions, progress and attainment, use of national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services and agencies, will also be considered. Any parental concerns will be noted and considered alongside the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff/agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted through referral from the SENDCO, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the interventions and support that are required. The class teacher will outline the expected impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed and the outcomes that are being sought. This will be detailed on the class and individual provision map.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with appropriately trained staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Review of a child's progress will be monitored on a half termly basis, or more frequently for certain interventions. The review process will evaluate the impact, effectiveness and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

*See Appendix 4 for the Process of Identification at Hamsey Green Flow Chart and subsequent review.*

### **Referral for an Education, Health and Care Plan**

Where pupils require support from a range of agencies in addition to education, have lifelong or significant difficulties, or require education in a specialist setting, an Education, Health and Care Plan (EHCP) will be considered by the Local Authority and they may undergo a Statutory Assessment Process. This can be requested by the school or by a parent.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review and will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plans will take into account the views of the child, and will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Education Psychologists
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a



statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the Surrey Local Offer:

<http://www.surreysendlo.co.uk>

Following Statutory Assessment, an EHC Plan will be provided by the Local Authority if it is decided that the child's needs are too complex to be met within the school's standard provision. The school, the child and their parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER**

For many children SEN support can be short term and with intervention at the appropriate point they may overcome their difficulties. Where specific planned provision has been successful and accelerated progress has been made or the pupil is making sustainable progress through the usual classroom differentiation we will discuss with parents about removing them from the SEND register. The pupils will continue to be monitored through termly Pupil Performance Meetings.

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

Hamsey Green Primary School use the current Surrey LEA guidance and criteria for supporting pupils with SEND. Information and advice to support parents and carers of children with SEND can be accessed through Surrey SEND Information, Advice and Support Services (SSIASS):

<http://www.sendadvice.surrey.org.uk>

Local Offer contains information about services relating to SEND and more. A link to the Surrey Local Offer can be accessed here:

<http://www.surreysendlo.co.uk>

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they can 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. The SENDCO is responsible for ensuring the medical needs of pupils are met.

Some pupils may also have special educational needs and may have a statement or EHC Plan

which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

## **SECTION 8: MONITORING AND EVALUATION OF SEND PROVISION**

The school undergoes an active process of continual review and improvement of provision for all pupils. Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views. We have an SEND Governor, Mrs Pamela Dearden, who has specific responsibility for SEND.

## **SECTION 9: TRAINING AND RESOURCES**

SEN is funded from the National SEND budget allocated to all schools, based on prior school attainment and free school meals. Additional funding is available from the LA through the EHCP process where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils. The SENDCO regularly attends the Network meetings in order to keep up to date with local and national updates in SEND.

## **SECTION 10: ROLES AND RESPONSIBILITIES FOR CHILDREN WITH SEND**

It is the expectation within our school that teachers provide inclusive Quality First teaching for all children. Consultation with the SENDCO and parents ensures that further intervention and support is developed and monitored for SEND pupils. The key responsibilities of the SENDCO are in line with the Code of Practice 2014. These can be found listed on the school's SEND Information Report. It is an expectation that the SENDCO works closely with the Head Teacher, key teaching staff, governing body and outside agencies to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Governors, including those responsible for SEND, regularly visit the school. They talk to children who are receiving specialist SEND provision, class teachers and the Inclusion Team to monitor the impact of provision. They have been involved in formulating new SEND policies and procedures. We are aiming to involve governors more in the review of Provision mapping across the school. Governors are involved in setting the financial priorities for the SEND budget.

Learning Support Assistants are led by the SENDCO and either work 1:1 with pupils or within a year group. They work under the guidance of the class teacher with specialist support from the SENDCO and other agencies when necessary. Their role within school is to support

the learning needs of pupil's with SEND and ensure that they are able to access the curriculum and planned learning within the classroom.

### **Inclusion Team**

The Inclusion Team consist of a Pastoral Leader and two specialist SEND TAs who work across all year groups and are based in the SEN Hub. The Inclusion Team work with groups and individual pupils and may work with pupils for one off sessions as well as more long term interventions. These may include nurture based activities, social skills, emotional support and in class support. The Pastoral Leader is able to offer support to families to access additional services in the borough and is part of the team that monitor attendance and punctuality within the school.

## **SECTION 11: STORING AND MANAGING INFORMATION**

Paper copies of a pupil's SEND records are kept in a secure location. Information about individual pupils is held on the computer network, in an area with restricted access. Assessment data is available on all pupils for access by school staff. Parents will be given access to information held regarding their child on request. The exception to this is if enabling access to such information would place a child at risk of harm. In such a case, Social Services will be approached for guidance. Reports submitted specifically to school by other agencies, giving targets or strategies will be shared with class teachers and support staff. Parents will be asked for permission to share reports with other agencies. Any documents that become obsolete will be securely disposed of, or shredded. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

## **SECTION 12: ADDMISION AND ACCESSIBILITY**

The Governing Body has agreed with the admissions criteria, which do not discriminate against pupils with special education needs or disabilities. See also our Admissions Policy.

Admission to Reception is on a part time basis for the first few weeks to ensure smooth integration. Prior to starting school, parent/carers of children with additional needs will be invited to discuss the provision that can be made to meet their identified needs. This may include a longer induction period.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The DDA as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Hamsey Green is a split site either side of Warlingham Secondary School. There are currently ramps to access all buildings with one wheelchair accessible toilet for children and adults in Key Stage 1 and one in Key Stage 2. You can access both sites through Warlingham Secondary School.

### **SECTION 13: DEALING WITH COMPLAINTS**

Hamsey Green Primary School has Complaints Policy, which is available to all staff, parents and interested parties. Class teachers will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. In case of an ongoing concern, parents can contact the school's SENDCO or the Head Teacher. Most matters can be dealt with locally but if necessary parents can appeal against or challenge the decisions made by the School or Local Authority through a First Tier Tribunal. The school will make further information about this process available on request.

### **SECTION 14: BULLYING**

The school is aware that there is a possibility of increased risk of bullying among vulnerable learners and has taken steps to mitigate the risk of bullying. Please see our Behaviour for Learning Policy for further information.



