



Date Policy Agreed by Governors:		Date Policy to be Reviewed:	
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Special Educational Needs and Disabilities (SEND) Policy

Introduction

Our SEND policy sets out how the school will support and make provision for pupils with Special Educational Needs & Disabilities (SEND).

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of the pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Compliance with legislation

This policy is a statement of the arrangements for inclusion at Hallgate Primary School. It complies with the statutory requirements laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and legislative frameworks:

- Special Educational Needs & Disability Act (2001)
- National Curriculum (2014)
- The SEND Code of Practice:0-25 Years (2015)
- The Children and Families Act (2014)
- Equality Act 2010: advice for schools DfE (2013)
- Accessibility Plan (2023)
- Teachers' Standards (2012)

Aims

As a school we are committed to giving all our pupils every opportunity to achieve the highest of standards. We are an inclusive school.

We aim:

- To include all pupils in all aspects of school life and to give pupils a voice in their own education



- To work together with all parents and carers and to fully involve them in their child's education
- To continue to raise staff awareness of inclusion by on-going staff development
- To maximise the learning potential of all pupils and raise educational attainment for all
- To promote the personal, social, moral and cultural development of all children
- To recognise and celebrate the progress and achievements that all members of the educational community make
- To develop inclusive practices throughout the educational community and to promote equality of access and opportunity for all learners
- To ensure the needs of pupils with SEND are identified as early as possible
- To provide a safe environment in which all pupils can thrive
- To encourage an open and continual dialogue amongst staff, parents and other relevant professionals in order to achieve the best possible outcome for all individual pupils
- To review interventions regularly, to ensure that all pupils are able to access as broad and balanced curriculum as possible. Interventions are also evaluated with regard to their effectiveness and impact on learning.

At Hallgate Primary School every teacher is a teacher of every child, including those with SEND.

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs through adaptive teaching and the use of resources
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing extra curricular opportunities outside of the National Curriculum, to meet the needs of individuals or groups of children

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



- 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 or mainstream post-16 institutions'

(SEND code of practice: 0 to 25 years, 2015)

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.

Types of SEN

The SEND Code of Practice: 0-25 (2015) divides SEN into the following four broad categories:

1. **Communication and Interaction** - children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile of every child with SLCN is different and their needs change over time. Children with ASD (autism spectrum disorder), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
2. **Cognitive and Learning** – children who learn at a slower pace than their peers, even with appropriate differentiation, may require additional support. Learning difficulties cover a wide range of needs, including children who demonstrate features of moderate, severe or profound and multiple learning difficulties, or specific learning difficulties (SpLD). Specific Learning difficulties affect one or more aspects of learning; this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. **Social, Mental and Emotional Needs** – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders



such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

- 4. Sensory and/or Physical Needs** – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment, hearing impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

Whilst the primary area of need above is usually identified, students/pupils can have needs which are included across multiple broad areas of need.

Hallgate Primary School adheres to the legal obligations set out in The Equality Act 2010:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children or young people
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

A Graduated Approach to SEND

At Hallgate Primary School we adopt a ‘high quality first teaching’ approach. The key characteristics of high quality first teaching are:

- High focussed lessons with clear objectives
- High demand of pupil involvement and engagement with their learning
- High levels of interaction of all pupils, using a range of active learning strategies
- High expectations of all pupils, including those with SEND
- Appropriate use of teacher questioning, modelling and explanation
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both in pairs and groups (active learning strategies)
- Regular use of encouragement and praise to engage and motivate pupils



- Lessons which reflects the interests of the children

Quality First Teaching includes:

- Staff having high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- They are expected to take into account prior knowledge and experiences and to build on this in a systematic way.
- Highly focused lessons with clear learning objectives.
- High demands of child engagement with their own learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue and exploration.
- An expectation that children will develop resilience and accept responsibility for their own learning and independence.
- Regular use of praise and encouragement to motivate children.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for the lack of high quality teaching.

At Hallgate Primary School, the class teachers, supported by the senior leadership team, regularly assess the progress of all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. Less than expected progress can be characterised as:

- progress that is significantly slower than that of their peers starting from the same baseline
- progress that fails to match or better the child's previous rate of progress
- progress that fails to close the attainment gap between the child and their peers
- progress which widens the attainment gap between the child and their peers

Any child making less than expected progress will be raised as a 'cause for concern'. They will be closely monitored by their class teacher to gauge their level of learning and possible difficulties or barriers to learning. The class teacher will provide differentiated learning opportunities targeted to support areas of weakness. The class teacher will consult with the SENCo as and when needed for support and advice. If a class teacher has concerns about the rate of progress a child is making they will share these concerns with parents. Parents will be encouraged to share their valuable information about the



child and any difficulties they are observing at home. Where progress continues to be less than expected the class teacher, working with the SENCo and any relevant external professionals, will assess whether the child has SEN. To support this, the SENCO can carry out some screeners to identify specific barriers to learning. At Hallgate we use a general screener called SNAP and a dyslexia one called The Dyslexia Screening Test - Junior (DST - J). These help to identify specific areas of difficulty, so we can then focus our interventions or adapt our provision to meet the needs more accurately. All screeners are carried out with parental permission.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not be automatically placed on the SEND register. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For some children, SEN can be identified at an early age. However, for others difficulties become evident only as they develop. All those working with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their child best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by the children themselves.

Careful consideration of all information available will be used to determine if a child has SEN. When a child is identified as having SEN, the 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 SEN is to help school to ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This 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.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views of parents. The pupil's views and where



relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with 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 are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the 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 particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with the teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Further support, advice or assessment can be sought from the SENCo.

Review

Reviews of a child's progress will be made each term. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and the parents. The class teacher, in conjunction with the SENCo will



revise the support and outcomes based on the pupil's progress and development, making necessary amendments going forward, in consultation with parents and pupils.

Referral for an Education, Health & Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school. This will occur where the complexity of need or a lack of clarity around 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 Educational, Health and Care Plan will combine information from a variety of sources, these may include:

- Parents
- Teachers
- SENCo
- Educational Psychology
- Social Care
- Health Professionals

Managing Pupils Needs on the SEND Register

All children on the SEND register have a One Page Profile. The One Page Profile is written by the class teacher in consultation with the pupil themselves and their parents. It highlights things we like about the child, things which are important to the child and things which help them to learn.

The children also have a Graduated Response record, setting out termly targets and the provision being provided to meet those targets. These targets and provisions are reviewed with both the parents and the pupils themselves each term. Any relevant changes to the One Page Profiles are made at these termly reviews.

For children with social, emotional and communication needs, the school offers support and advice through ELSAs (Emotional Literacy Support Assistants). A trained teaching assistant runs the one to one or small group sessions, supporting children with a variety of needs, including low self-esteem, anger management, listening skills and friendship groups.



The SENDCo is responsible for liaising with outside agencies. Where progress continues to be slow, despite targeted intervention, specialist support may be sought from various agencies, including:

- Speech & Language Therapy (SALT)
- Educational Psychologist (EP)
- Sensory and Physical Teaching Services (SaPTS)
- Inclusion Practitioner
- Northcott Autism advisory service
- Behaviour support advisers
- SEN advisory support teacher
- CAMHS
- School nurse

The child's parents will always be involved in any decision to involve specialist outside agencies. The involvement of specialists and what was discussed or agreed will be recorded and shared with parents and the teaching staff supporting the child.

Criteria for exiting the SEND register

If it is felt that a child is making progress which is sustainable then they may be removed from the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents will be taken into account, as well as the views of any other professionals involved with that child. If it is agreed by those involved then the children will be taken off the register, but their progress will continue to be closely monitored.

Supporting Pupils and Families

The class teacher and SENCo will endeavour to support parents and provide them with advice to support their child. Parents will be directed towards the LA local offer to provide additional support and guidance to families. Parents/carers will also be informed about the school's SEN information report; there are links to both on the school's website. Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child identified as having SEN is moving to KS3, additional transition visits are offered. The SENCo meets with the SENCo from the new school to share information and aid transition. KS3 SENCos are invited to attend transition annual review meetings. The SENCo makes sure all



information is shared with all other professionals to ensure a smooth transition between classes and schools.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they 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. Please see the separate policy on supporting pupils with medical conditions.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCo provides training to both teachers and support staff. The SENCo regularly attends the LA SEND forums in order to keep up to date with local and national updates in SEND. The SENCo also attends SEND cluster meetings to share good practice and discuss SEND systems and procedures. When we feel more specialised training is needed, external professionals and agencies lead staff training.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the headteacher, have a legal responsibility for determining the policy and provision for pupils with Special Educational Needs. There is an appointed governor who has a strategic overview of SEND at Hallgate Primary School and is responsible for reporting back to the Governing Board on matters relating to SEND.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonable practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice 0-25 (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review



- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND
- they have a designated SEND governor

The Headteacher is responsible for:

- overseeing the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the Governing Board informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the school's SEND policy and the effect of inclusion policies on the school as a whole

The Special Educational Needs & Disability Coordinator (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- coordinating provision for pupils with SEND
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with SEND
- supporting class teachers in devising strategies and providing input into pupil's one page profiles & graduated response documents were needed
- advising on appropriate resources and materials for use with SEND pupils and on the effective use of materials and personnel in the classroom
- liaising with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- monitoring the progress of pupils with SEND through the use of existing school assessment information
- acting on issues arising as a result of monitoring and data analysis that is carried out
- contributing to the in-service training of staff
- liaising with SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to another



- attending LA training to keep up to date with local and national developments in SEND
- Reporting to the Governing Board on a regular basis, including termly meetings with the SEND Link Governor

The class teachers are responsible for:

- providing high quality first teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support
- including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for children with SEND in their class, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND

Teaching Assistants should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupil's progress

Teaching Assistants work as part of a team with the class teacher, Phase Leader and SENCo, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing the targets in the Graduated Response and monitoring progress.

Accessibility

The SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils. Schools are required to produce written accessibility plans for their individual school. Hallgate has an accessibility plan, which can be found on the school website.

Complaints



The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website, under the policy downloads.

Linked Policies/Documents:

- Accessibility plan
- Behaviour policy (including anti-bullying)
- Complaints procedure
- Confidentiality policy
- Data protection policy
- Inclusion, equality & diversity policy
- Physical intervention & restraint policy
- Safeguarding policy

Reviewing the Policy

This policy will be reviewed at least annually and necessary improvement will be made following review.

Date for review - March 2025