

Hurley Primary School



SEND Policy

Updated: December 2024
To be reviewed: December 2025

Aims and Objectives

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.




Where the school has determined that a child has SEND, those needs will be made known to all who are likely to teach them. All staff will ensure children with SEND are included in school activities as far as is reasonably practical.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

Definition of Special Educational Needs

The 2014 SEND Code of Practice states that *“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.* Taken from 2014 SEN Code of Practice: 0 to 25 Years

Children have a learning difficulty if they:








-  Have significantly greater difficulty in learning than the majority of children the same age.
-  Have a disability* which prevents or hinders them from making use of educational facilities provided by the local authority.
-  Have an emotional/ behavioural difficulty which impacts on their learning.

*A person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect in his/her ability to carry out normal day to day activities (Disability Discrimination Act, 1995).

Role of the Special Needs Coordinator (SENCO)

The 'responsible person' for SEND is Mrs. Siobhan Hardman, the Assistant Head, and in her absence, the Head Teacher, Mr. Matt Hardman. The person co-ordinating the day to day provision of education for pupils with SEND is Mrs. Siobhan Hardman, in collaboration with the child's class teacher. The SEND Governor is Dianne Brooks. Enquiries about an individual child's progress should be addressed at first to the class teacher since they are the person who knows the child best. Other enquiries can be addressed to Mrs Hardman, our SENCO, via Class Dojo or by speaking to the Office to make an appointment.

The SENCO has responsibility for:

-  Implementing the day to day operation of the school's SEND policy.
-  Coordinating identification of and provision for children with SEND and overseeing their records.
-  Liaising with parents/carers.
-  Liaising with external agencies including Mental Health Support Team (MHST), Educational Psychology Service and Health and Social Services.
-  Liaising with Headteacher and named Governor for SEND
-  Monitoring the progress made by SEND children termly
-  Taking the role of lead professional in Early Help meetings

Identifying Children for SEND Support

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of quality first teaching, they are discussed with the SENCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - 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
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by quality first teaching or some parental support. Otherwise, the child is placed at SEND on our SEND register.
- Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed on the SEND register.
- Discuss assessments that have been completed.
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children – are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.




Paperwork for Children Needing SEND

Once a child has been identified as needing SEND the following paperwork is completed:

- **Annually:** a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- **Termly:** Each term we hold pupil progress meetings, at these meetings the progress and provision of children with SEND is discussed and reviewed. If any additional intervention or support is required, parents will be informed and this will be recorded on the Class Provision Map.
- **Termly:** Individual Support Plans (ISP's) are devised and reviewed at least termly for children who have high SEND or EHC plans. This ISP records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

Moving to an EHCP (Education, Health Care Plan)

If children fail to make progress, in spite of high quality, targeted SEN support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

-  The child is Looked After and therefore additionally vulnerable
-  The child has a disability which is lifelong and which means that they will always need support to learn effectively
-  The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher, not always by a teaching assistant. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional teaching assistant support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

Adaptations to the Curriculum, Teaching and Learning and the Environment

Hurley Primary School is mostly on one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to Extra-Curricular Activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. Wherever possible and provided it is considered safe to do so, we try to ensure that no child is excluded from activities or trips because of SEN, disability or medical needs.

Staff Expertise





All of our teachers are trained to work with children with SEND. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes Educational Psychologists and Advisory Teachers from Specialist Teaching Service.












Currently Hurley Primary School subscribes to a weekly visit from Michelle Fisher, our Specialist SENCO teacher, from the early intervention service. The STS supports Mrs Hardman, the School SENCO, with children who have a high level of SEND.

People Providing Services to Children with SEND in our School

School Provision:

-  Teachers responsible for teaching SEND groups/individuals
-  Teaching Assistants mainly working with either individual children or small groups.
-  Mrs. Hardman, Assistant Headteacher and school SENCO
-  Specialist Teacher Support (STS). The school's STS is Michelle Fisher.

Outside Provision Delivered in School:

-  Mental Health in Schools Team (MHST)
-  Educational Psychology Service
-  Sensory Service for children with visual or hearing needs
-  Parent Partnership Service
-  SALT (Speech and Language Therapy)
-  Health Provision delivered in school
-  Connect for Health (school nurse)
-  Occupational Therapy
-  Physiotherapy
-  Autism Outreach Service
-  CAMHs

Children with Social, Emotional and Mental Health Needs (SEMH)

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs relating to anxiety and worries, the school can make a referral to the Mental Health in Schools Team (MHST). If the concern is about the child's mental health and not related to anxieties, the school or the GP can make a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by the child's class teacher, who have developed good, trusting relationships with the children.

Children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within School: We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the

individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School: During the Summer term special additional visits and relevant meetings are organised for children with high SEN needs to help make every child's transition as enjoyable and successful as possible.

Transition reviews for Year 6 pupils with EHC plans are held, where possible, in the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Warwickshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Visit <https://www.warwickshire.gov.uk/send> for more information.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Reviewed By:

Headteacher

Matt Hardman

Signed



Chair of Governors

Karen Orman

Signed



Review Date: December 2025

If you have any queries or require further information please do not hesitate to contact us on **01827 872207** or email head2032@welearn365.com

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