



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014

Children's and Families Act 2014

Supporting pupils at school with medical conditions 2014

Ofsted SEND Review 2010 "A Statement is not enough"

Equality Act 2010

Our Special Educational Needs Information Report for families at Hatton Hill Primary School is also available on our school website www.hattonhill.co.uk. This provides information about the SEND support we offer children at our school.

Sefton's Local Offer is published on Sefton Council's website at [www.seftondirectory.com/local offer](http://www.seftondirectory.com/local%20offer). The Local Offer is information about the education, health and social care services available to children and young people with special educational needs and/or disabilities.

Inclusion Statement

- We aim to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- We aim to remove barriers to learning and put effective provision in place.
- Teachers provide high quality first teaching, adapted learning opportunities for all the children within the school, and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special educational needs might be an explanation for delayed or slower progress but are not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a special education need.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between underachievement and special educational needs. Underachievement can be caused by a lack of early experiences, lack of motivation, lack of support at home, attitude to learning and lack of quality first teaching.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs and disabilities have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of SEND policy and practice in this school support the principles of the SEND code of practice: 0 to 25 years 2014 which are:

- the participation of children, their parents and young people in decision-making
- the early identification of children's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children with SEND

Pupils with SEN and/or disabilities admitted to Hatton Hill Primary School could have difficulties with one or more of the following:

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

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers, and values their input in decision-making. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets/outcomes for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of Sefton Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- collaborating with parents on the use of their personal budget, if appropriate for an Education, Health and Care (EHC) plan

Pupil Participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of next steps and individual targets/outcomes. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning as part of the termly review
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- monitor their success at achieving the targets/outcomes on their SEND Support Plan

Management of Inclusion within School

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs and Disability Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

Mrs Sharon Jones is the SENDCO at Hatton Hill and can be contacted through the main office in school on 0151 928 7012 or through email at jones.s.hattonhill@schools.sefton.gov.uk.

All teachers are teachers of SEND. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Head teacher/Senior Leadership Team

- ❖ The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- ❖ The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Co-ordinator (SENDCO).
- ❖ The head teacher will be informed of the progress of all pupils with SEND and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - monitoring of pupil progress who are on BSquared. These are children who are working well out of age related expectations
 - maintenance and analysis of a whole-school provision map for pupils with SEND (could be devolved to another member of the SLT and SENDCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENDCO
 - discussions with pupils and parents

Special Educational Needs Co-ordinator

In line with the recommendations in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014), the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- overseeing the day-to –day operation of the school’s SEND policy
- maintenance of a list of pupils with special educational needs and disabilities on SEND Support or EHC plans
- advising on the graduated approach to providing SEND support
- liaising with the Designated Teacher where a looked after pupil has SEND
- coordinating provision for children with special educational needs and disabilities
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- liaising with and advising teachers
- managing other classroom staff involved in supporting children with SEND
- overseeing the records on all children with SEND and keeping them up to date
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- completing appropriate paperwork for Education, Health and Care Needs Assessment requests
- costing final Education, Health and Care Plans
- implementing a programme of Annual Review for all pupils currently with an Education, Health and Care (EHC) plan
- carrying out referral procedures to the Local Authority to request multi-professional involvement for individual pupils
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- monitoring the school’s system for ensuring that SEN Support Plans, where it is agreed they will be useful for a pupil with special educational needs and disabilities, have a high profile in the classroom and with pupils (see section below on SEN Support Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for children with SEND
- meeting with teachers to review the learning of pupils with SEND in their class whose progress is being closely tracked through Target Tracker and/or BSquared
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress
- attending SENDCO training as appropriate
- working with the Head teacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- keeping him/her informed of current issues regarding those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support children with SEND and being a key point of contact with external agencies, the local authority and its support services

Class teacher

- have high expectations for all pupils
- are responsible and accountable for the progress and development of all the pupils in their class
- liaise with the SENDCO and Deputy Head to agree :

- which pupils are underachieving and need to have their additional interventions monitored – but do not have special educational needs
- which pupils require additional or different support because of a special educational need and/or disabilities need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, a SEN Support Plan to address a special educational need and/or disability (this would include pupils with Education, Health and Care plans)
 - secure good provision and good outcomes for all pupils with SEND by :
 - firstly providing high quality teaching to all pupils
 - ensuring special educational provision is educational provision that is “additional to” or “different from” the educational provision made generally for children of their age. This means provision that goes beyond the adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching (SEND Code of Practice 2014)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for pupils with SEND
 - share information with parents and involve them and their children in the decision-making process to ensure the best possible educational outcomes in SEN Support Plan review meetings towards the end of each term

Quality First Teaching

- All learners will have access to high quality teaching.
- High quality first teaching is that which is adapted and personalised to meet the individual needs of the majority of children and young people.
- Well-differentiated enhanced quality first teaching can include where appropriate some children accessing booster interventions.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to booster interventions such as Wellcomm Language programme in nursery and the Neli programme in reception. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- Bespoke individual outcomes are planned and delivered for those children who need SEND Support using more personalised intervention programmes such as the Early Reading Programme for literacy
- All pupils with SEND will be included on a whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Curriculum Access and Provision

Where children are underachieving and/or identified as having special educational needs and/or disabilities, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers adapt work such as by the use of learning aids/resources, visuals, alternative methods of recording and additional time as part of quality first teaching
- targeted interventions
- other small group support
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources

Identification and Assessment

The identification of SEND is built into the school approach to monitoring progress and development of all pupils.

Regular assessments of progress should seek to identify pupils making less than expected progress for their age and individual circumstances. This can be characterised by progress which is:

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

Children's needs should be identified and met as early as possible through:

- the analysis of information from professional judgements/reports, data referenced to Early Years Foundation Stage Curriculum (using Development Matters) and the National curriculum, Reception baseline assessments, Foundation Stage Profiles, EAL assessments, reading ages, other whole-school pupil progress data, termly BSquared data
- classroom-based assessment and monitoring arrangements (Assess- Plan- Do- Review)
- following up parental concerns
- tracking individual children's progress over time, including progress in EAL
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a SEND list. This register is updated regularly through meetings between the teachers and SENDCO
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs such as the Salford Reading Assessment.
- involving an external agency where it is suspected that a special educational need is significant

SEND Support: The Graduated Approach- Assess, Plan, Do, Review

- Where pupils do make inadequate progress despite having high quality first teaching targeted at their area of weakness, then the class teacher working with the SENDCO will assess whether there is a significant learning difficulty.
- The class teacher and the SENDCO will then agree on the SEND support required to support the child.
- Where a pupil is identified as having SEND they will be placed on the school's SEND register. When it is clear that their needs require intervention which is "additional to" or "different from" the well-adapted

curriculum offer for all pupils in the school i.e. they have a special educational need, a SEN Support plan is drawn up between the teacher and parents.

- Intervention for pupils on the SEND list will be identified and tracked.
- Once a potential special educational need is identified, the graduated approach called SEND Support is put into place: **ASSESS-PLAN-DO-REVIEW**.
- Where a child continues to make little or no progress, then advice and support from outside agencies is considered.
- It may be decided that some pupils on the SEND list will require a shorter SEND profile whilst the majority will need a SEN Support Plan to ensure their underlying special educational need and/or disability is being addressed. This would particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. It would be usual for pupils with high needs funding or an EHC plan to have a more robust termly SEN Support Plan.
- Our approach to SEN Support Plans is as follows:
 - Our SEN Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs and/or disabilities. They are seen as working documents which can be constantly refined and amended.
 - Our SEN Support Plans will record that which is *additional to* or *different from* the curriculum plan which is in place as part of provision for all children. Targets/outcomes will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our SEN Support Plans are accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the outcomes/targets”.
 - They will be based on informed assessment and will include the input of outside agencies
 - They have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - They will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - Our SEN Support Plans will specify how often the interventions will be delivered, by whom and who is responsible for the intervention
 - Our SEN Support Plans will state what the learner is going to learn – the outcomes and not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - SMART targets/outcomes for a SEN Support Plan will be arrived at through :
 - Discussion between teacher, TAs where appropriate and SENDCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
 - Our SEN Support Plans will be reviewed at least termly by class teachers, liaising with parents and the SENDCO.

Funding for SEND Support

- Schools are provided with some resources to support children with additional needs.
- Funding in Sefton is now attached to final Education, Health and Care plans (EHC plans).
- School provides up to £6,000 from their own resources. Any additional costs are in the form of top up funding from the local authority.

Education, Health and Care Plans (EHC) plans

- The Local Education Authority (LEA) can conduct a statutory assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it is considered that it may be necessary for special educational provision to be made for the children through an EHC plan.

- Parents and/or schools with parental consent can request a statutory assessment of education, health and care needs by the Local Education Authority.
- Pupils with an Education, Health and Care plan will have access to all arrangements for pupils on the SEND list and, in addition to this, there will be a multi-agency review at least annually of their needs and provision.
- Our review procedures fully comply with those recommended in Chapter 9 of the Special Educational Needs Code of Practice 2014 and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Assistive Technology (AT) and Information and Communications Technology (ICT)

AT and ICT can support inclusion and give children greater independence in their learning. Some pupils in our school may have learning difficulties caused by a physical disability, a problem with their sight, hearing or speech, emotional or behavioural problems, a medical or health problem or difficulties with reading, writing, speaking or numeracy. The use of AT and ICT is essential in enabling pupils with SEN/disabilities to gain access to the curriculum.

At Hatton Hill we use these resources to support communication, teaching and learning of pupils with SEN/disabilities:

- hardware- interactive whiteboards, Smartboards, i-pads, digital cameras, laptops
- software to support maths – RM Maths, 2Simple data handling package
- software to support literacy- Clicker 8
- communication tools – talkers
- I-pads for touch screen
- recording devices- talking tins, talking photograph books
- printers and computer to enlarge font size

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for pupils with SEND is carried out in the following ways:

- classroom observation by the SENDCO and senior leaders
- learning walks
- on-going assessment of progress made by intervention groups with outcomes following the graduated approach of ASSESS - PLAN – DO - REVIEW
- book scrutiny
- scrutiny of planning.
- teacher discussion with the SENDCO
- informal feedback from all staff
- pupil interviews when setting new SEN Support targets/outcomes or reviewing existing targets/outcomes
- pupil progress tracking using assessment data whole-school processes and BSquared for pupils making small steps of progress
- monitoring SEN Support Plans, evaluating the impact of current provision on pupils' progress
- attendance records and liaison with school's attendance officer and learning mentor
- meetings about pupils' progress between the SENDCO and members of SLT

Medical Needs

- If a pupil has a medical need then an individual health care plan may be needed to be drawn up with parents/carers and the SENDCO with support from the health visitor/school nurse/medical professionals. The care plans are reviewed annually. Staff and welfare are made aware of pupil's medical needs and care plans are displayed where appropriate.
- Staff receive regular training on medical conditions such as food allergies, the use of auto adrenaline injector devices and asthma.
- Medicines can be administered in school where a signed medicine consent form is in place.
- Key persons in school have first aid training.

Links with Other Services

Effective working links will also be maintained with:

Sefton's Educational Psychology Service: Emma Barrow	0151 934 2347
Sefton's Inclusion Service (SENIS)	0151 934 2347
Inclusion Consultant: Claire Thornton	0151 934 2347
Early Years Inclusion Consultants: Sushma Boydell	0151 934 2347
Complex Needs Inclusion Consultant: Helen Vickers	0151 934 2347
School Nurse: Ruth Swanson	0151 247 6354
Education Welfare Service	0151 934 3359
Sefton Special Needs/Disabilities Support for parents– SENDIASS	0151 934 3334
NHS Speech and Language service	0151 247 6109
Mental Health Education Practitioners: Conner Lacy and Andrew Smith	0151 928 7012

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue might be referred to the multi-professional Local Operational Team.

Responsibilities within our school

Head teacher:	Mrs A James
Special Educational Needs and Disabilities:	Mrs S Jones
Deputy and Assessment Co-ordinator:	Mrs P Frazer
Looked after children:	Mrs P Frazer

Learning Mentor:	Mrs M Hickey
S.E.N. Governor:	Mrs B Mosses
Attendance Officer:	Mrs L McLoughlin
Lead SEND teaching:	Ms S Kelley
Mental Health Education Practitioner:	Mr Conner Lacy and Mr Andrew Smith

This policy will be reviewed annually.

Reviewed September 2023