



Special Education Need and Disability (SEND) Policy

Document Control & History

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Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to our school's SEN Information Report. This policy has been written in line with the National Association for Special Education Needs (NASEN) guidelines 2014.

Our School's Beliefs and Values Regarding SEND

At Hamilton Primary School we are committed to providing quality education. The Early Years Foundation Stage Framework and the National Curriculum are our starting points for planning in meeting the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Our aims are:

- to provide quality education in a caring, creative environment conducive to learning
- to ensure that the contributions and achievements of all children are valued and celebrated, so that all children experience success which is essential for developing self-esteem;
- to motivate children in a way that helps them to find interest, satisfaction, enjoyment and a sense of achievement in their schoolwork and a sense of wonder in the world around them;
- to promote the appreciation of children as individuals with differing interests, knowledge and skills;
- to work in a person centred way with parents/carers so that they are able to play their part in supporting their child's education and aspirations;
- to ensure that the child is at the centre of provision to meet their needs and that their views are heard;
- to ensure that SEND support is seen as an entitlement for children who need it, rather than as a special addition to their education.

Key Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) Joanne Arnold has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision in place to support individuals with SEND, including those who have an Education Health Care Plan. The SEND Governor is John Davies and he has responsibility for monitoring policy implementation and liaising between the SENCo and the Governing Board.

The Headteacher is Nick Hutchings who has specific responsibility for Safeguarding and is also the Designated Child Protection Lead. The Headteacher is the ~~EAL lead~~ and designated teacher for Looked After Children.

The class teacher has the day-to-day responsibility for planning, teaching and assessing all children in their class, including those with SEND.

The parents have a responsibility to support the school by hearing their child read regularly at home, helping them to complete home learning set by the class teacher and attending meetings to discuss the progress of their child.

Our Approach to SEND

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age in schools within an area of the local authority;
- are under compulsory school age and are likely to fall within the definitions above when they reach compulsory school age if special educational provision is not made for them.

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

Identifying Special Educational Needs

The SEND Code of Practice describes four broad categories of need. These are:

- Communication and Interaction – these children 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 for every child with speech, language and communication needs (SLCN) is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with autistic spectrum disorder (ASD) are likely to have particular difficulties with social interaction.
- Cognition and Learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum.
- Social, Emotional and Mental Health – 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, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- 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. Many children with vision impairment (VI), hearing

impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

We recognise that at some stage some children require a more personalised approach to enable them to meet their potential and that for some children provision may need to be “additional to and different from” that provided within the adapted curriculum.

Early action is particularly important to address identified needs as this is critical to ~~the~~ future progress. Where we identify that a child has an area(s) of need; we will talk to the child about what they find difficult with their learning and what they would like to get better at, we will work with parents and where appropriate, outside agencies, to discuss what action will best support the child's needs. A child's area(s) of need can be identified in many ways for example:

- Concerns are raised by parents/careers, teachers or the child;
- When limited progress is being made in related expectations;
- If there is a significant change in the child's behaviour or attainment;
- Where concerns are raised by external agencies (e.g. GP or School Nurse);
- Information provided from the previous setting. (e.g. pre-school).

We are aware that many factors, not necessarily SEND, may also impact on progress and attainment, such as:-

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- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a pupil of a Service personnel

A Graduated Approach to SEND Support

We use a graduated approach of assess, plan, do and review as written in the SEND Code of Practice. This is a cyclic process and ensures that the provision reflects our growing knowledge of the child and their needs.

Each child's education will be planned for by the class teacher as part of high quality teaching. It will be adapted to meet the child's individual needs. This may include additional general support by the teacher or learning support assistants in class in line with Ordinarily Available. This is a document produced by Essex outlining additional support that might be provided for all children to achieve their learning goals but not all children will require access to.

Children may take part in group interventions for specific areas such as spelling, handwriting or social skills. Such interventions will run for varying lengths of time, responding to how each child is

responding and progressing. It does not automatically imply a child accessing such support has Special Educational Needs. This is Ordinarily Available. Where a child is not responding to focussed support then further investigation is undertaken. The Senior Leadership Team regularly and carefully evaluates the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable children. Most children who are identified as having a SEND need will be supported through One Planning where specific targets are put in place. Some children may have a medical diagnosis, for example ADHD, and require strategies rather than targets to meet their needs. This will be detailed on a One Page Profile.

Assess

The class teacher, working with the SENCo, carries out an assessment of the child's needs based on the teacher's assessment and experience of the child, their previous progress and attainment, the views and experiences of parents/carers, the child's own views and, if relevant, advice from external support services.

Plan

The class teacher and the SENCo agree, in consultation with the parent/carer and the child, any adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a timescale. A One plan is put in place and a One Page Profile is written, detailing supporting strategies.

Do

The class teacher remains responsible for working with the child on a daily basis and ensures that learning support assistants are made aware of the plan. The class teacher will adapt and personalise the curriculum, linking interventions to classroom teaching and overseeing the delivery of 'additional to and different from' provision for the child with SEND. The SENCo supports the class teacher in doing this.

Review

The effectiveness of the support and interventions and their impact on the child's progress is reviewed as agreed at the planning stage. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents/carers. This helps to feed back into an understanding of the child's needs. The class teacher, working with the SENCo, then revises the provision in light of the child's progress and development. Changes to support and outcomes are agreed through discussion with the parent/carer and child. An updated plan is created.

When a child's needs are more complex and the resources available to the school are not sufficient to meet their needs then an Educational, Health and Care Needs Assessment (ECHNA) may be undertaken by the Local Authority which may result in an Education, Health and Care Plan (EHCP) being awarded. This is developed in collaboration with the family, child and where appropriate outside agency professionals. Parents/carers can access additional information from the Essex Local Offer which can be found on the Local Offer website www.essexlocaloffer.org.uk or <https://essexfamilyforum.org/resources/nd-pack>

Managing Pupil Needs on the SEND Register

The school uses the Ordinarily Available and Targeted Support to support determining the provision required. A child is added to the SEND register when provision that is 'different from and additional to' quality first teaching is consistently provided across the curriculum and a personalised plan is

necessary for the child to access it. Where the child requires further support the SENCo will consult with external agencies where appropriate, in consultation with parents/carers and the child.

Class teachers, parents/carers, children and the SENCo work together to create a person centred support plan with clear outcomes. The class teacher, supported by the SENCo, is responsible for delivering the plan and to evidence progress according to the outcomes agreed. Plans are reviewed on an agreed date following the 'assess, plan, do, review' process three times a year.

Criteria for Exiting the SEND Register

If the progress made means that the child no longer requires continued and consistent targeted support and their needs can be met through Ordinarily Available then they will be removed from the SEND register. This will be discussed with parent/carers and the child at the review stage of the 'assess, plan, do, review' cycle. The child will be monitored to ensure progress is maintained.

Supporting Children and Families

We believe that working together with parents/carers is important for the child's education. We encourage the support of parents/carers at home, in school and through educational visits. We are always happy to meet with parents/carers so that small concerns do not become larger ones. Where appropriate we may refer to our Family Support Worker to work with a family in the home setting or recommend that parents contact the School Nursing Team.

Where the school or parents/carers consider that advice from another professional needs to be sought to best support a child further, we will work together to access this pathway and implement recommendations in school. Parents/carers would be expected to mirror this at home and an open dialogue about progress or problems is encouraged.

We support children and families through:-

- One Planning meetings;
- Advice on how to support learning at home;
- Regular contact with the class teacher or SENCo e.g. home/school diary, parentmail;
- Education Welfare Officer;
- Attendance at review meetings;
- Joint working visits with other professionals;
- Team Around The Family meetings (TAF).

Following a school or self-referral, parents/carers and children may also receive support from the following agencies:-

- Essex Child and Family Wellbeing Service (School Nursing Team);
- Social Services;
- SET-CAMHS (Southend, Essex and Thurrock Children's and Adolescent Mental Health Service) previously known as EWMHS;
- Educational Welfare Service.

Following a school referral, parents/carers and children may also receive support from the following agencies:-

- Educational Psychology Service;
- Inclusion Partner;
- Play Therapy;
- Colchester Community Paediatric Team;
- Speech and Language;
- Occupational Therapy;
- Family Support Worker.

Our SEND Information Report is available on the school website at www.hamiltonprimary.com/key-information/sen. Parents/carers can also access additional information from the Essex Local Offer which can be found at www.essexlocaloffer.org.uk.

Supporting transitions from or to other settings

In the summer term our Early Years teachers liaise with the staff of the local nurseries to gather information about the children and their additional/SEND needs and ensure a smooth transition into school. The SENCo will receive information from the school's Inclusion Partner about nursery pupils already known to the Health Service or the Local Authority. Parents of Early Years children are asked to provide information relating to a SEND, medical needs or disability in order to have the clearest possible picture of the child's needs before they start school. A transition meeting will then be held in the summer term with the parents/carers and the nursery where appropriate.

In the summer term the receiving secondary school SENCo is invited to join the Year 6 One Planning meetings with the class teacher, parents/carers and child to ensure they are ready to meet the needs of the child concerned. All SEND school records are passed to the school to which the child transfers and a signed receipt of acknowledgment is obtained. Children with an EHCP may have additional visits to their secondary school to have the opportunity to get to know key members of staff that will be supporting them.

Parents of children with an EHCP will discuss their views about secondary education at the Transition Annual Review in the summer term of Year 5.

When a child leaves during the school year, all SEND documents are sent on to the receiving school and an acknowledgement of receipt is obtained.

When a child arrives from another setting the school endeavours to gather as much information from the family, the previous school and the child.

Supporting Children with Medical Conditions

We recognise that children at school 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](#). [Supporting pupils with Medical Conditions: statutory guidance DfE April 2015](#).

Some children with a medical need may also have an Education Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Children with an identified medical condition have an Individual Health Care Plan which is written in partnership with the parents/carers and where appropriate by medics supporting the child e.g. a paediatric epilepsy nurse.

We provide staff training to support the medical needs of children and regularly share and update information with relevant staff. First Aid training is updated in accordance with requirements. Our Medical Needs policy is available from the school office.

Supporting Children who Find It Difficult To Come To School

Some children find it difficult to come to school. The root of this may stem from a special educational need, a sensory need, a medical diagnosis or it may be unknown. Where this is the case we will work closely with the family to support the child's transition into school. A planned approach is agreed between parents, school and outside agencies supporting the child or the family through a Team Around The Family approach. The school will monitor attendance and lateness so that the impact of this on the child's learning, social and emotional wellbeing can feed into the next plan at the review stage. The school will follow advice outlined in Let's Talk We Miss You, published by Essex County Council.

Monitoring and Evaluating SEND Provision

SEND provision is monitored by:-

- SENCo observations of Learning Support Assistants supporting children with SEND;
- Pupil progress meetings between the Deputy Headteacher and each class teacher;
- Senior Leadership Teams analysis of relevant data;
- Book Looks;
- Performance management observations and discussions;
- Feedback from parents through questionnaires;
- Regular meetings between the SEND Governor and the SENCo;
- Annual reviews and One Planning;
- Observing how the child responds in class;
- SENCo observation of pupil progress.

The SEND Governor is responsible for:-

- Monitoring the effective implementation of the SEND policy;
- Liaising termly with the SENCo ;
- Reporting to the governing body on SEND;
- Ensuring that pupils with SEND participate fully in school activities.

Evaluation and monitoring arrangements inform the 'assess, plan, do review' cycle for the whole school and SEND.

Training and Resources

Funding for children with SEND comes from different sources but primarily these are:-

- Key Stage Funding – every school receives funding depending on how many children they have on roll.
- Notional Funding – each school is awarded an additional fund depending on how many children they have on the SEND register.
- Funding for children with an EHCP – the school is allocated an annual sum dependent on the level of need. The Headteacher and Senior Leadership Team regularly meet to discuss how funding should be allocated. The Headteacher informs the School Governors on how the SEND budget is to be allocated each year.

All staff are encouraged to undertake training and development. This may take the form of an external course or trainers/specialists coming into school. We also use in-house expertise or visiting professionals to develop staff knowledge.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place concerning the school's SEND provision and to discuss the needs of individual children.

The school's SENCo regularly attends the Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

How Information is Stored and Managed

All SEND paper documents are kept in files in a locked cupboard and some duplicated documents may be stored securely in the classroom. Classrooms are locked at the end of the day. Information is also kept electronically on the Google Drive and made accessible to those in need of the information. Access to these documents is password protected. When a child moves on all paper documents are passed to the receiving school when a child leaves. The receiving school will sign to acknowledge receipt. All electronic documents are deleted in line with our GDPR policy.

General Data Protection Regulations

The General Data Protection Regulation came into force on the 25th May 2018. It regulates the way that Data Controllers, such as Hamilton Primary School, process personal data about people (students, parents, employees, etc) and the legal rights that individuals have in relation to that data. Data Protection is monitored at Hamilton Primary School by the Senior Information Risk Officer (SIRO) Nick Hutchings and GDPR Audits and Advice are managed by the Information Governance Service, which reports to the Data Protection Officer Lauri Almond at Essex County Council.

Who reviews the SEND Policy and how often?

The SEND policy will be reviewed by Mrs Arnold every two years or sooner in light of significant changes at Hamilton Primary School. It is put forward to Governors for agreement.

Accessibility

Hamilton has an Accessibility Plan and Strategy that is available from the school website, www.hamiltonprimary.com

How are complaints dealt with at Hamilton?

All complaints are dealt with in line with the Complaints Policy, which is available on our [website](#).

Reviewed by Joanne Arnold

SENCo

December 2023