

A Member of Leodis Academies Trust

SEND POLICY



Hill Top
Primary Academy

Plan administration	
Version Number	1
Date of issue	November 2023
Date of next review	November 2024
Person responsible for review	SENCO and Principal
Signed and dated Principal	JLancaster 06/11/2023
Signed and dated and in Gobs minutes Chair of Governors	KBaker

'Hill Top Primary Academy is committed to offering an inclusive environment which celebrates the strengths and diversity of our children's needs. We believe that all children, including those identified as having special educational needs, have a common entitlement to an accessible curriculum that enables every child to thrive and reach their full potential'

Section 1: AIM

At Hill Top Primary Academy, our aim is that all children are able reach their full potential and be fully included in all aspects of school life. We ensure that this is successful by:

- Ensuring that all children have access to quality first teaching and that reasonable adjustments are made to support the needs of individual children
- The progress of all pupils is monitored closely, to identify those pupils who may not be progressing and who may need support or intervention.
- To provide appropriate provision and ensure that pupils with SEND have full access to the curriculum.
- To ensure that progress of specific pupils with SEND is monitored and reviewed regularly as outlined in our school cycle, to ensure that individual targets are being achieved and needs are being met.
- To use pupil voice in ensuring that we listen to and use the wishes of our children
- To work with parents to ensure that parental views are listened to and acted upon
- To seek support from outside agencies when a pupil's needs cannot be met by the provision ordinarily available in school

Through the above, we aim to provide an inclusive environment which celebrates the strengths and diversity of our children.

SECTION 2: ROLES AND RESPONSIBILITIES

The SENCO at Hill Top Primary is Miss Laura Monaghan. Laura Monaghan has completed and holds the National Award for Special Educational Needs and Disabilities Co-ordination (NASENCo), with an exceptional distinction.

The Principal, Mrs Joanne Lancaster, also holds the National Award for Special Educational Needs and Disability Co-ordination (NASENCO) with distinction.

The SENCo will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health and Care Plans (EHCPs)
- Work with the Principal to determine the strategic development of the SEND policy and provision
- Monitor the needs of the pupils and work with parents and teaching staff, to identify children who may have SEN through our systems
- Co-ordinate provision for SEND pupils and advise on the graduated approach to providing SEN support and adaptive teaching
- Provide professional guidance and liaise with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for parents of children with SEND, offering advice and support, alongside regular SEND review meetings.
- Be a point of contact for external agencies and liaise with the various Local Authorities that our children fall under to ensure that appropriate support is provided
- Liaise with next providers of education (including where children are moving into specialist placements) to ensure a supportive and smooth transition is effective
- When a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEN and the provision for them is transferred in a timely manner.
- Work with the Principal and Governing Body to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure that we keep records of all pupils with SEND up to date and accurate.
- Identify specific training needs regarding SEND and incorporate this into the school's plan for continuous professional development.
- Annually review information for the school's SEN Information Report and SEND policy
- Through assessments and observations, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The Class teacher will:

The class teacher should be the first point of contact for parents if they would like to discuss any needs or concerns that they may have. The class teacher will have the most secure knowledge of that child and how they present in school.

- The class teacher will be responsible for the progress of all children within their class, including those with special educational needs
- Ensure that all children can access high quality teaching and adaptive teaching methods so that the majority of needs can be met within the classroom
- Plan for individual and small step targets appropriate for individual children so that progress is attainable
- Set targets for SEND pupils that are appropriate to their level of need whilst always aspiring for elements of challenge
- Hold termly reviews with parents to discuss progress and effectiveness of any interventions taking place
- Use parental feedback and classroom observations to plan for next steps within the graduated approach
- Seek support from the SENCo for advice and support when needed
- Liaise with professionals that are supporting individual children such as a speech and language therapist/educational psychologist
- Contribute to Annual Reviews when a child in their class has an EHCP

Section 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The four areas of need as outlined in the CoP (2015) are: Cognition and Learning, Communication and Interaction, Sensory/Physical needs and Social, Emotional and Mental Health. We recognise that for some children with SEND, there may be overlapping areas of need (pictured below) and therefore we look at a holistic model for each child and their presenting needs.



Consideration is also given to those circumstances in which a child does not have SEN but factors could impact on their progress and attainment such as:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT (APDR)

We may already know that a pupil needs extra support or has a special educational need. For example:

- If they have come from a previous school or a pre-school/childminder who has passed on the information.
- If they have seen an outside agency such as a Speech Therapist who may have passed information to us.

It may be that we identify a SEN ourselves:

As the children are assessed regularly throughout the year and progress is tracked, teachers may notice that a pupil is not making expected progress. This may highlight that the pupil needs extra support. It may be that a teacher highlights a change in behaviour through classroom observations. Or it may be that a parent has the concern. We have clear systems within school to follow when a class teacher or parent has initial concerns:

- The teacher will discuss the concern with the parent. Or vice versa, the parent may bring up their own concern with the teacher. It may be that a short period of monitoring is needed to gather more information.
- The teacher will raise a concern with the SENDCo. The class teacher or SENDCo may follow this up with observations or assessments of specific needs.
- Dependent on the outcome of the observations or evaluation of assessments, the SENCo and class teacher will work together to decide on next steps. This may involve intervention for a specific need, referrals to other professionals.
- A pupil may then need a support plan outlining the short-term targets to meet the presenting need and a passport which encompasses ways to support the child within the classroom, whilst gaining their own views and thoughts. The learning plan and passport will be shared with parents.

- As per the cycle within school, these short-term targets, or intervention, will be reviewed to see whether progress has been made. If staff and parents no longer have concerns, the child will come off a support plan and have their needs met through quality first teaching.
- If concerns remain, a child will be added to the SEN register and new strategies and targets will be put in place to continue with the APDR cycle

SECTION 5: CRITERIA FOR ENTERING AND EXITING THE SEN REGISTER/RECORD

The CoP 2015 states: 'A pupil has SEN where 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'.

All children on our SEN register are receiving something 'additional to and different from', this may mean that they receive internal support from the school such as a therapeutic intervention and/or external support from other services such as Specialist Teachers and Speech Therapists. Children with an Education, Health and Care Plan (EHCP) are included on the SEND register.

This is a working and fluid document that changes regularly depending on the needs of the children. It is updated once a term, though pupils can be added at any time during a term.

If a child no longer requires provision that is *additional to or different from* that that is ordinarily available they will then exit our SEN register. This decision is only made when we have completed the graduated approach and, during the review stage, it is found that there are no further targets or identified needs that cannot be met through quality first teaching.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

We value being able to work alongside parents to support all children within our school. We aim to include parents in every part of their child's journey. Parents will be invited to attend termly meetings to discuss the progress of their child in relation to the targets on their support plan. We encourage parental feedback during this process and will always seek their contributions towards next steps. Those children with an EHCP, will have an annual review in which we will ensure we gather parental views and voice for this.

As an academy, we have access to our Leodis Support Service which provides invaluable support for pupils and families. Referrals can be made into this for pupils and families on a half termly basis. Through Leodis Support Services (LSS), children and families have access to a range of support,

including play therapy, counselling, well-being work, attendance support, online parenting support and access to the cluster Family Support Worker. This process can be used to explore a child's needs and how to best meet them. It can also lead into further referrals if necessary.

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 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.

Some children may also have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision.

More information about our medical policy can be found on the website, under the policies tab.

SECTION 8: MONITORING AND EVALUATION OF SEND

We evaluate the effectiveness of provision for pupils with SEN through various systems within school.

- Tracking pupils' progress, including by using support plans and finely graded assessment tools where appropriate
- Carrying out the review stage of the graduated approach 3 times a year for those children on a support plan
- Gaining pupil voice through the use of a passport at various points throughout the year
- Monitoring by the SENDCo
- Pupil progress meetings with the senior leadership team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents through the use of passports, termly reviews, annual reports
- Feedback from external professionals and support in planning for next steps

This review process then feeds back into our APDR cycle and informs the next cycle of support, if necessary.

SECTION 9: TRAINING AND RESOURCES

The SENCO and Principal will continuously work together to identify and track any emerging needs within school. This then highlights any subsequent training needs for staff, and this is fed into our continuous professional development.

SECTION 10: LINKS WITH EXTERNAL PROFESSIONAL AGENICES

We work closely with professionals specialising in different areas of support. Some of these professionals are linked with the local authorities that our children come from such as Outreach support and SENIT. We will also make referrals when appropriate for diagnosed needs such as STARS.

Within school, we receive Speech and Language support from Interactions Speech and Language. If there is a concern relating to Speech and Language, we will refer into them for advice or an assessment.

SECTION 11: COMPLAINTS ABOUT SEND PROVISION

If you wish to make a complaint, please follow the complaints policy which can be found on our school website.

SECTION 12: REVIEWING THE POLICY

We will review the SEND policy annually.