

# Children with Special Educational Needs and Disabilities (SEND) Policy

## Hexham First School



Date: April 2022
Written by: EB
Approved by: Head Teacher, Governors
Review date: September 2022, April 2025
Review date: April 2026

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles."

(Warnock Report, 1.4)

This SEND policy should be read in consultation with the Accessibility Plan and the Parents/Carers' SEN Information Guide. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

### Aims

Our School promotes high standards for all pupils, regardless of their particular needs. Children benefit from inclusive teaching and learning opportunities which enable them to make the best possible progress and develop as valued members of our school community. Hexham First School offers a range of provision to support children with a range of additional needs. These include providing support for communication, interaction, learning, social, emotional, mental, health, sensory and physical needs. We have high expectations of all children and staff, and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

### Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

### Definitions

A pupil has SEN 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, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

## Roles and Responsibilities

The SENDCo:

The SENDCo is Miss Elizabeth Barton. She is also the Reception class teacher.

Length of time in post: three years, completed SENCo Award February 2024

Contact details: [elizabeth.barton@hexhamfirst.co.uk](mailto:elizabeth.barton@hexhamfirst.co.uk)

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They will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## The SEN Governor

The SEN Governor is Jade Wang.

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCo to determine the strategic development of the SEN policy and provision in the school

## The Head Teacher

The Head Teacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## Class Teacher

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- To work closely and in partnership with parents

## Support Staff

Learning Support Assistants (LSAs) support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes. They are directed by the class teachers and supported for interventions by the SENCo.

## Partnership with Parents/Carers

Hexham First School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are fully involved in the review process. Interpreters can be sort for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. We use our school website to support our parents with information and support about our curriculum.

## Pupils

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their next steps in their progress and a pupil view sheet is used to gather their views on their progress and how they like to be supported. The pupil review sheet is completed with the Class Teacher on a termly basis.

## SEND Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs. The following sections set out the model of Assessment and Provision that Hexham First School will provide in line with the Code of Practice.

### Identification, Assessment, Planning and Review Arrangements:

Hexham First School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

There are 4 broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

The following are not SEN but may impact on progress and attainment:

Disability

Attendance and punctuality

Health and welfare

English as an additional language (EAL)

Receipt of pupil premium

Being a looked - after child

Being a child of service personnel

#### SEN support - four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified, an initial concerns document is completed by the class teacher and parent and a period of four weeks monitoring will begin. After completion of monitoring the class teacher will meet with the SENCo to discuss next steps.

#### **Assess**

The class teacher, supported by the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

#### **Plan**

Parents will be formally notified in a face to face meeting with the class teacher and on occasions the SENCo. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. Class Teachers are responsible for creating, updating and sharing with stakeholders, including parents, pupil passports and for updating school provision/intervention maps.

#### **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCo will support the above.

#### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care (EHC) assessment. School will provide the local authority with evidence of the action taken as part of SEN support. Further details on provision for pupils with SEN can be found in the Parents/Carers' SEN Information Guide.

This guide, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need - communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

### Securing equipment and facilities

Hexham First has a bank of resources used to support children with SEN. These range from 'Relaxation Stations' in classrooms, to wobble cushions, to a SEN iPad, to chewlery. New purchases are made as and when a need arises.

### Monitoring arrangements

This policy and information report will be reviewed by Elizabeth Barton, SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

### Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND Information Report