



Special Educational Needs and Disability (SEND) Policy

Adopted by Hunslet Moor Primary School Governing Body in November 2014

Next Review March 2025

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Contents Page and Appendices

Contents page

1. [Inclusion statement](#)
2. [Definitions](#)
3. [Disabled children and young people](#)
4. [Objectives](#)
5. [Roles and Responsibilities](#)
6. [Identification](#)
7. [Planning](#)
8. [Graduated Approach](#)
9. [Assessment](#)
10. [Training](#)
11. [Promoting Mental Health and Wellbeing](#)
12. [Children with specific circumstances](#)
13. [Admissions](#)
14. [Involving Pupils and Parents in Decision Making](#)
15. [Funding](#)
16. [The Local Offer](#)
17. [Facilities for pupil's with SEND or who are disabled](#)
18. [Complaints Procedure](#)
19. [Information about school's staffing policies and partnership with bodies beyond](#)
20. [Summary](#)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2014) 3.65 and has been written with reference to the following guidelines and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0–25 (2015)
- School SEND Information Report Regulations (2014)
- Education Bill 2011
- Children and Families Act 2014

INCLUSION STATEMENT

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” – SEND Code of Practice 2014

The staff at Hunslet Moor Primary School are committed to the inclusion of all pupils. With learning at the heart of all we do, we aspire to ensure that we prepare our pupils for real-world learning to succeed beyond education. Our school vision considers all children regardless of abilities and needs. We strive to provide an innovative and challenging curriculum for all learners, embedding ‘Quality First Teaching’ strategies to ensure everyone can succeed and feel a sense of belonging.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide high quality educations for all pupils, including pupils with SEND and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Provide an environment which enables every child to be safe and healthy.
- Every teacher is a teacher of every child or young person including those with SEND.
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils’ diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

DEFINITIONS

For this policy, a pupil is defined as having SEND if they:

- Require additional support in learning than that required by most others of the same age.
- Have a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
 - Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Condition (ASC) can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCo will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

Pupils with learning difficulties may require additional adult support – the school will offer learning support that is reviewed at least termly.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will work with cluster services and health services to ensure pupils with these difficulties receive effective and timely support.

Sensory or physical needs

Impairments that do not prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily constitute as SEND.

The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.

- A pupil with a disability is covered by the definition of SEND if they require additional educational provision or adaptations.

“All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best;*
- *become confident individuals living fulfilling lives; and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training”.*

Improving outcomes: high aspirations and expectations for children and young people with SEND
(SEND Code of Practice, part 6, 6.1)

DISABLED CHILDREN AND YOUNG PEOPLE

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Special Educational Needs Code of Practice, 2014

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Taken from the: Special Educational Needs Code of Practice, 2014

Objectives of the Policy

The school aims to achieve the core aims of this policy by achieving the strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE’s SEND Code of Practice, 2014.
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.
- To work closely with parents and have them involved as Partners.
- To ensure all pupils at Hunslet Moor Primary School are entitled to access a broad, balanced and relevant curriculum whatever their individual needs may be.
- To support all staff in being responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- To work collaboratively with outside agencies and schools.
- To enable pupils to acquire positive personal attitudes towards learning and independence.
- To enable equal opportunities for all children to learn and achieve.
- To maximise SEND pupils inclusion within classroom learning, and to protect their right to be taught by a qualified teacher.

Roles and responsibilities:

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of SEND.

The Headteacher and the governing body have delegated the responsibility for the on-going implementation of the SEND policy to the SENDCo. The SENDCo is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the on-going effectiveness of this SEND policy.

The **governing body** will be responsible for:

- The school's general regular monitoring of school policy and procedure to review their impact on pupils with SEND
- Reviewing the school policy and approach to provision for pupils with SEND
- Reporting annually to parents on the school's policy on SEND
- Appointing an individual governor to oversee the school arrangements for SEND - **Mr Jason Waddington**.

The **Headteacher** will be 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 SENCOs.
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to our provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions with pupils and parents

The **SENDCo** will be responsible for:

In line with the recommendations in the SEN Code of Practice (2015), the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- overseeing the day-to-day operation of the school's SEN policy
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Advising on a graduated approach to providing SEND support.
- liaising with parents of pupils with SEND
- monitoring the effectiveness of any special educational provision made

- liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact for external agencies, especially the LA and LA support services.
- ensuring that the school keeps the records of all pupils with SEND up to date
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a robust transition is planned
- promoting inclusion in the school community and access to our curriculum, facilities and extra-curricular activities
- selecting, supervising and training teaching assistant staff who work with pupils with SEND
- advising teachers about access to learning/differentiated teaching methods appropriate for pupils with SEND
- contributing to in-service training for teachers to assist them to support pupils with SEND
- preparing and contributing to annual reviews for pupils with EHCPs
- liaising with the relevant Designated Teacher where a looked after pupil has SEND

Classroom teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving
- Taking steps to ensure that every pupil with SEND is able to study the full national curriculum
- Being accountable for the progress and development of SEND pupils in their class
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with, and ensuring that agreed support strategies are implemented and they are familiar with any supporting documents.

All staff will be responsible for:

- Respecting everyone as equals, regardless of needs.
- Recognising strengths in all in the school community.
- Fostering a culture of independence and problem solving.
- Reporting any concerns around SEND to the Class Teacher and/or SENDCo.
- Being aware of, and follow pupil plans, and seek support where necessary.

Key roles in school:

The SEND governor is **Jason Waddington**

The SENCo and Designated Teacher for Child Looked After is **Lucie Hemingway**

The Designated Safeguarding Lead is **Kerri Daniels/Kimberley Dellow**
The Deputy Designated Safeguarding Leads are: **Laura Frankland & Fiona May**

Identification

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the leadership team, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

Each child's current skills and levels of attainment are assessed as part of a thorough assessment cycle. Teachers make half termly assessments of progress for all pupils and identify those pupils whose progress:

- 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
- Widens the attainment gap

If a child is seen to be meeting any of the above, the class teacher will share these concerns with parents/carers and the SENDCo.



Class teachers will raise concerns with the SENDCo using a teacher concern form or as part of the pupil progress meetings. In the first instance, the class teacher will implement universal strategies as part

of whole class provision and quality first teaching. These will then be closely monitored, observed and reviewed with the SENDCo.



When deciding whether special educational needs provision is required, we may:

- Monitor a pupil closely
- Focus on desired outcomes
- Discuss expected progress and attainment
- Barriers to learning will be considered
- Interventions and support may be offered where appropriate as part of a graduated response
- Parents views will be sought
- Where appropriate, pupils views will be sought



Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and they will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning. This is done through the Assess, Plan, Do, Review cycle which is ongoing to enable the provision to be refined and revised as an understanding of the pupil's needs grow.

Planning

Every child on the SEND register has a SEND Support Plan (SSP) which includes a pupil passport and an Assess, Plan, Do, Review (APDR) grid. These support plans are saved electronically in the individual child's inclusion file and are also located on the inside of the locked teacher cupboard door in each classroom.

These documents can include:

- Pupil Passports
Used for all children on the SEND register and as a monitoring tool within the identification process
- Assess, Plan, Do, Review (APDR) grids
Used when a child needs additional support to make progress
- Risk Assessment
Used when a child needs adjustments to ensure their safety in school
- Personalised timetable
Used when a child needs significant modification to their usual curriculum plans
- Specific plans from an external agency (e.g NHS SaLT, SENIT, STARS)

- EHC1 forms used when a future EHCP is likely

SEND Support Plans only record that which is additional to or different from the adaptive teaching methods which are in place as part of the universal provision for all children.

Support plans must include the child's voice, through discussion if appropriate, or by other means where the child needs support in communicating.

Within the Assess, Plan, Do, Review grids, SMART targets (specific, measurable, achievable, relevant and time related) must be used. The number of targets will differ depending on the child's needs.

A review of the child's progress through the support plan is made at least at termly intervals. If the child has not made expected progress then other teaching strategies or programmes of work are actioned, and external agency support may be sought.

Graduated approach

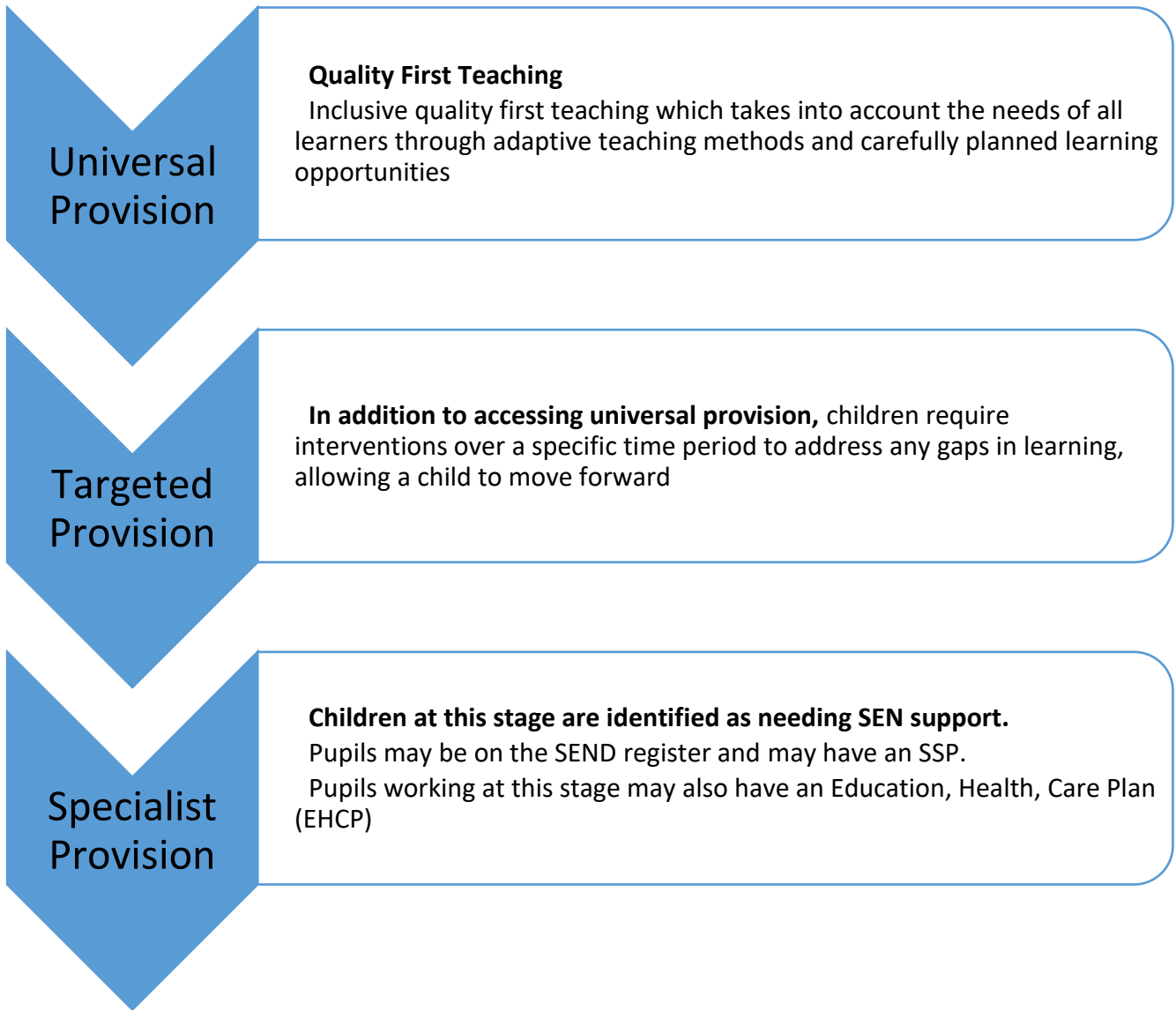
Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the personalised provision and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the personalised provisions, with the support of the SENDCo.
- Reviewing the effectiveness of the provisions, and making any necessary revisions.

As an inclusive school, personalised provisions are incorporated into classroom learning where possible. This means that:

- We value the class teacher as the lead professional, who should be delivering educational provisions for our most vulnerable children.
- We recognise the disruption and emotional harm that can be caused by withdrawal from the classroom for any reason.
- We will only withdraw for specific targeted support which is necessary for accessing learning in the classroom (e.g. art therapy; specific speech and language therapy). This is considered on a case-by-case basis and is carefully monitored by the SENDCo and is time limited.

The 3 levels of SEND provision within the Graduated Approach



Assessment

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track their progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress with minimal cost to inclusion.

Detailed assessments, involving a multi-agency approach, will identify the full range of the individual's needs, not just the primary need.

All pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will seek support from specialists with consent from parents.

Training

We regularly self-evaluate our Inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Development Plan.

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of the pupils.

The training covers both the educational, mental and physical needs of pupils with SEND.

The training offered is delivered to ensure equality, diversity, understanding and tolerance.

During staff induction, all staff receive SEND training.

In-house or agency training is arranged as prioritised in the School Development Plan or Action Plans as listed above.

Training may cover the following:

- Identifying SEND in pupils
- Liaising with the school SENDCo
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Reasonable adjustments
- Adaptive teaching

Promoting mental health and wellbeing

The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Where appropriate, the school will support parents in the management and development of their child.

When in-school support is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex needs, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational adult support for the pupil.
- Targeted work with the pupil, delivered by specialists (e.g. therapeutic work, speech and language support, 1:1 Thrive)
- Family support and EHP pathways

The school will consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Children with specific circumstances

Children Looked After (CLA)

See CLA policy

English as an Additional Language (EAL)

The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.

It is necessary to consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

Admissions

- Children who are Looked After (CLA) are admitted into school as a priority.
- SEND children with an Education, Health and Care Needs Assessment are also given first priority admission if they have named our school within the EHCP. This will be in discussion with the Headteacher and the Local Authority (the school has 15 working days to respond in writing).

There is an Equal Opportunities Policy, which is followed to provide equality of opportunity for all children.

Involving pupils and parents in decision making

Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, who may be supported by the SENCO, will meet with pupils, and their parents three times an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. This may be through a face-to-face meeting, or via telephone call. Pupil views will always be recorded, giving considerations to the most effective way for pupils to communicate this.

Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

It may be decided that a very small number, but not all of the pupils on the SEND register will require additional High Needs top up funding. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where we can evidence that

more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority.

The Local Offer

'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available'.

(SEND Code of Practice, 2014)

At Hunslet Moor Primary School, our Local Offer was published on our website (www.hunsletmoor.co.uk) on the 1st September 2014 in line with current legislation. It is updated once a year, outlining provisions for pupils with a special educational needs at the school.

Facilities for pupils with SEND or who are disabled

There is wheelchair access to most areas of the school. The school is on three levels and there is a lift to access all floors so that there is access to all classrooms, the hall and breakout rooms. There are disabled access toilets on each floor. Some staff have specific expertise in supporting children with SEND/disabilities, and where necessary, additional training and support for SEND Support Workers and Teaching Assistants (TA) is sourced.

The current Disability Equality Scheme (DES) Action Plan includes action on:

- Physical access
- Curriculum access and delivery
- Provision of information for disabled members of the school community
- Staff awareness of disability issues.

See DES Plan.

Complaints Procedure

The school has well established procedures for dealing with parental complaints. These are outlined in the Complaints Policy & Procedure (a copy of which can be accessed via the school's website or from the School Office). Parents who feel they have a complaint should approach the class teacher in the first instance, followed by the SENCO and the Headteacher. If they remain dissatisfied, then the complaint should be taken, in writing, to the Governor with responsibility for complaints, **Ms Emma Marshall**

INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

Links to Support Services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision. Links and partnerships are developed with Leeds City Council Children's Services and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

Working in Partnership with Parents (SENDIASS)

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. We will endeavor to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. <http://www.leedsSENDdiass.co.uk>). A referral to this service can be made by the SENCO or parent/carer.

Links with Other Schools

We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools. We particularly endeavor to facilitate a smooth transition for any pupil with SEND joining or leaving the school and prompt transfer of records/information.

SUMMARY

At Hunslet Moor Primary School we believe that inclusive education is a human right, and it is beneficial to the child's social, emotional and intellectual development. We are an inclusive school and strive to meet the needs of all our children, including those with SEND or a disability, by ensuring that they have full access to all aspects of school life in order to achieve their full potential. Our school is committed to safeguarding and promoting the wellbeing of all children, and we expect our staff and volunteers to share this commitment.

Our SEND Policy aims to raise the aspirations of and expectations for all pupils with SEND, it provides a focus on outcomes for children and young people and not just hours of/provision and support.

REF: Policy for SEND