

Hob Moor Community Primary Academy

2023-2024

Special Educational Needs and Disabilities Policy

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| Approved by | |
| Date | |
| Review Date | |
| Signed | |

EBOR SCHOOLS Federation of Hob Moor Community Primary School academy and Hob Moor Oaks Special School Academy
Philosophy

All children and young people are different. They all have different preferences, strengths and ways of learning. Some children and young people have Special Educational Needs and/or Disabilities (SEND). At Hob Moor Community Primary School we firmly believe that regardless of differences; all children and young people are entitled to an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

An education that should enable them to:

- **Achieve their best**
- **Become confident individuals who live fulfilling lives**
- **Make a successful transition into adulthood, whether into employment, further or higher education or training and**
- **Make a positive contribution to our society**

Important Equality Act 2010

In operating this Policy/Procedure it is very important to ensure compliance with discrimination law which is now consolidated within the Equality Act 2010.

It is unlawful for a school to discriminate against a pupil by treating them unfavourably because of their disability.

The school is expected to make **reasonable adjustments**. The 'test of reasonableness' should be applied in each situation where a reasonable adjustment may need to be made.

In some instances, it may be justified not to make a proposed reasonable adjustment to resolve a situation where the young person, parent/carer, staff of school, governors and/or disabled members of the public who use school premises/facilities outside of core school hours could be seen as being at a "substantial disadvantage" as compared to their non-disabled peers. This doesn't mean that where this reasonable adjustment is considered and felt to be appropriate, that no action should be taken to resolve the situation.

If you have any questions/concerns concerning the application of the Act in relation to this policy/procedure you must **always** refer the matter to the Federation Head teacher.

For Reference:

'Working Together to Safeguard Children' (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

'The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers)': Guidance setting out the responsibilities of local authorities towards looked after children and care leavers.

'Equality Act 2010: Advice for schools': Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

'Reasonable adjustments for disabled pupils (2012)': Technical guidance from the Equality and Human Rights Commission.

'Supporting pupils at school with medical conditions (2014)': statutory guidance from the Department for Education.

'The Mental Capacity Act Code of Practice: Protecting the vulnerable' (2005)

This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014

Hob Moor Community Primary Academy Special Educational Needs and/or Disabilities (SEND) Policy

(To be read in conjunction with our policies on Disability Discrimination, Inclusion, Teaching and Learning, Accessibility, Assessment and Able, Gifted and Talented). This document links closely to Hob Moor Community Primary Academy and Hob Moor Oaks Academy SEND Information Reports.

1 Introduction

- 1.1 **This policy is currently based on the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, revised January 2015* which gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEND, in Part 3 of the Children and Families Act 2014.**
- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets 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.
- 1.3 **These requirements are likely to arise as a consequence of a child having special educational needs and/or disabilities. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.**

Children of compulsory school age or a young person have a learning difficulty if they:

- a) **have a significantly greater difficulty in learning than the majority of children of the same age; or**
- b) **have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions.**

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

1.4 Special educational needs may relate to one or more of the following areas of need:

- **communication and interaction;**
- **cognition and learning(C&L);**
- **social, emotional and mental health(SEMH);**
- **physical and/or sensory needs.**

1.5 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

- 1.6 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs. Likewise, the following aspects may impact on pupil progress and attainment but the pupil may not necessarily need special educational provision; pupils with EAL, pupils in receipt of a pupil premium/service children grant, pupils who are LAC, pupils with attendance or health and welfare issues.

2 Aims and Objectives

2.1 In making provision for pupils with SEND, our aims and objectives are:

- to create a learning environment that meets the special educational needs of each child;
- to place the family at the heart of decisions around their child/children;
- to ensure that our children have a voice in deciding how their individual needs might best be met;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to ensure, in particular that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that our children have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

3 Educational Inclusion

3.1 All of the teachers in our school are teachers of pupils with SEND. In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;

- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

4 Assessment of Need and the 'graduated approach'

- 4.1 The SEND Code of Practice (revised) 2015 describes a 'graduated approach', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.
- 4.2 Most children who join our Reception class have already been in receipt of pre-school educational provision, where any particular individual needs may already have been assessed. All children are assessed through our normal baseline assessment processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.
- 4.3 Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.
- 4.4 Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. This is sometimes referred to as 'Wave 1 Quality First Teaching'/'Universal Provision:' high quality, inclusive teaching. Where a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant. This is sometimes referred to as 'Wave 2 Targeted Provision,' and pupils in receipt of such intervention **will not** necessarily be considered to have special educational needs.
- 4.5 We do not withdraw children from the classroom during the teaching of core subjects. Intervention needs to be in addition to children's core entitlement, as opposed to instead of. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom outside of these times.
- 4.6 If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use 'Wave 1 and 2' strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. This is sometimes referred to as 'Wave 3 Individual'/'Specialist Provision.' These children will usually be included on our register of SEND at the level of SEND support (or Early Years SEND support), and parents will be made fully aware of this designation and the outcomes of our assessments. The Special Educational Needs Coordinator (SENCO) will oversee the planning and provision of 'additional and different' for the pupil, and take the lead in further assessments of their needs. The class teacher and Leader of Inclusion, will meet regularly with families to discuss progress and agree future outcomes for children. These meetings and the delivery of interventions will follow the Assess, Plan, Do, Review model.
- 4.7 If a My Support Plan review, or other assessment of a pupil's progress, identifies that, over a period of two terms, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support. In most cases, children will be seen and assessed in school by external support services, including an Educational Psychologist. This may lead to additional strategies or strategies that are different from those used previously. External support services will provide information for the pupil's new learning intentions. The new strategies will, wherever possible, be implemented within the pupil's normal classroom setting. The service providing

the additional support will be invited to attend subsequent review meetings. At this stage review meetings will be chaired by the SENCO.

- 4.8 Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or behavioural needs, we will record the special planning required in a My Support Plan (MSP). Many pupils receiving support at the SEND support level will not need a MSP, if normal classroom planning can easily encompass planning for their individual needs. Other pupils at this point may need additional support and advice from external agencies (Speech and Language Therapists, Educational Psychology, Specialist Teaching Teams etc...) this will be agreed between families and schools before referrals are made.

A MSP will record the nature of the child's special needs, the planned objectives of the special provision being made, family and child thoughts and wishes, the agreed long and short-term outcomes set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place twice annually during a multi-agency meeting to which all professionals involved in supporting the child will be invited. If professionals are unable to attend then a brief report (Section 5.3 in MSP) will be requested so that a full picture of the child can be given. Families are an integral part of this process.

- 4.9 Parents or carers will always be invited to contribute to reviews either in writing or verbally. They might be supported in this by the class teacher, SENCO or Pastoral staff. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In many cases, particularly for older pupils, it will be appropriate for them to attend the review meetings.
- 4.10 If, after a period of two terms of support through a My Support Plan, the pupil continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the Local Authority (LA). A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether an Education, Health and Care Plan need needs to be drawn up.
- 4.11 Nationally, only a very small proportion of pupils with SEND will require an Education, Health and Care Plan (EHCP). An EHCP is a statutory document which outlines the nature of the child's special needs, the family's thoughts and future hopes, the type of provision which must be made for the child, planned outcomes, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHCP, then we will take every step possible to make the provision required by the EHCP. All pupils with EHCPs will have an annual review of their EHCP (6 monthly reviews for pupils in Early Years provision), conducted in accordance with the Code of Practice, and in which parents and pupils are fully involved.
- 4.12 Schools had until April 2018 to fully implement the 2015 (revised) Code of Practice for SEND. This included transferring pupils who held a Statement of Needs over to an EHCP. The Federation worked closely with the LA to ensure that this deadline was met.

5 The Role of the SENCO

- 5.1.1 In our school, the co-ordination of special educational needs provision is the responsibility of the Leader of Inclusion. The current SENCO is Mrs Natalie Connolly
- 5.1.2 The SENCO;
- manages the day-to-day operation of our SEND Policy and SEND Information Reports and maintains the SEND register;
 - co-ordinates the provision for children's Special Educational Needs and maintains a provision map which shows the range of additional support provided for pupils in our school, through Loops 1, 2 and 3;

- supports and advises colleagues;
- oversees all assessments of the progress made by pupils with SEND;
- arranges and attends review meetings for children working at SEND support with a My Support Plan and will chair multi-agency meetings;
- maintains records of all children with SEND;
- acts as a main point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEND;
- supports the Head Teacher with the transfer of Statements of Need to EHCPs.
- liaises closely with the Safeguarding Well Being Lead to ensure a 'holistic' approach to developing support for both children and their families;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND.
- The senco assistant supports the senco with administrative tasks and send support tasks.
- The senco is the first point of contact for the senco assistant

6 The Role of the Federation Head

- 6.1 The Head Teacher is the named 'responsible person' for ensuring that the needs of pupils with Special Educational Needs are met. She oversees and line manages the work of the SENCO. In particular cases, the Head Teacher may liaise with external agencies and the LA, and may chair some review meetings.

7 The Role of the Governing Body

- 7.1 The governing body has due regard to the 2015 (revised) SEND Code of Practice when carrying out its duties toward all pupils with Special Educational Needs.
- 7.2 The governing body does its best to secure the necessary provision for any pupil identified as having Special Educational Needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually, through the school prospectus, to parents and carers on the success of the school's policy for children with Special Educational Needs. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.
- 7.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with Special Educational Needs. The 'responsible person' in this school is the Head Teacher. The Head Teacher ensures that all those who teach a pupil with a statement of Special Educational Needs are aware of the nature of the statement.
- 7.4 The SEND governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

8 Allocation of Resources

- 8.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for Special Needs Provision within the school, including the provision for children with Education, Health and Care Plans.
- 8.2 The Head Teacher informs the governing body of how the funding is allocated to support Special Educational Needs, whether through the school's devolved formula-funded budget or through cash grant attached to some statements, has been used.

- 8.3 The Head Teacher and the SENCO meet annually to agree on how to allocate and use our SEND funding. The SENCO draws up the necessary resources bid when the school is planning its budget.

9 Partnership with Parents and Carers

- 9.1 The school actively seeks the involvement of parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with Special Educational Needs.
- 9.2 The school prospectus contains a summary of this SEND Policy, and the arrangements made for children with additional needs in our school. The named governor overseeing SEND provision is always willing to talk to parents and carers of pupils receiving additional support.
- 9.3 Through review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEND with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child. We are happy for families to instigate a meeting at any point when they feel support is needed.
- 9.4 Parents and Carers can find out further information from the School SEND Information Reports on the Federation website www.hobmoorschools.co.uk

Further information about SEND and family support in York can be found in the Local Offer pages on www.yor-ok.org.uk/families/

10 Pupil Participation

- 10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.
- 10.2 Children are involved in an appropriate way in agreeing targets in their classrooms and through review meetings. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

11 Monitoring and Review

- 11.1 The SENCO monitors the progress or difficulties of children on the SEND register. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.
- 11.2 The SENCO is involved in supporting teachers in writing targets for the children in their class. The SENCO, Headteacher and phase leaders hold meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.
- 11.3 **The governing body will review this policy every three years.**