



Hambleton Church of England VC Primary School

Special Educational Needs and Disability Policy

Date: April 2024

Review date: Spring 2025

Headteacher: Mr Tim Williams

SENDCo: Mrs Kate Morris

Date of NPQSEND: Pending

The SENDCo is a member of the Senior Leadership Team

SEND Governor: Mrs Kirsty Murray

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Keeping Children Safe in Education 2022
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's SEN Information Report 2023
- School's Safeguarding Statement
- Current Teachers and Teaching Assistant Standards
- School's Accessibility Plan

Contents

School Ethos.....	3
Objectives and aims	4
How Do We Identify Pupils with SEND.....	5
There are 4 broad areas of need	6
Special Education Provision.....	6
Involving Specialists	7
Transition	8
Education, Health and Care Plans (EHCP)	8
Confidentiality	8
Safeguarding children with SEND.....	9
Roles and Responsibilities	9
Role of the Governors	10
Role of the SEND Governor	11
Role of the Headteacher.....	12
Role of the SENDCo.....	12
Role of class teachers/subject teachers.....	14
Role of all support staff (including Teaching Assistants and MSAs).....	15

School Ethos

At Hambleton Church of England Primary, we are dedicated to providing an inclusive environment which recognises, supports and nurtures the needs of all of our children. We provide a platform upon which our pupils with SEND can thrive as independent, resilient, lifelong learners, who are prepared for the future.

Our team of teachers and TAs are committed to providing high quality, personalised provision which enables pupils with SEND to achieve their best and fulfil their potential. As we nurture children's curious, inquisitive and creative minds, we draw upon their strengths, identify, and remove barriers to learning and promote a growth mind-set attitude towards individual challenges. Through the application of our multi-sensory approach, we lay the foundations for developing the *whole* child; physically, socially, emotionally and cognitively.

We are dedicated to celebrating what makes all children unique. Through whole school SEND enrichment days, inclusive everyday practice and our Christian Values, we teach our children about special educational needs, celebrate differences and aim to support pupils to develop a compassionate, and respectful nature towards children, young people and adults with additional needs.

Our approach to SEND is underpinned by the Values which make up our Christian Vision. In particular:

We are Respectful

'And as you wish that others would do to you, do so to them'.

Luke 6:31

We are Resilient

'Be strong and courageous. Do not be afraid, do not be discouraged, for the Lord your God will be with you wherever you go'.

Joshua 1:9

We work as a Team

'Two are better than one, because they have a good reward for their labour. If either of them falls down one can help the other up. But pity anyone who falls and has no-one to help them up'.

Ecclesiastes 4:9,10



Our Christian Vision

We are:

Creative

Resilient

Truthful

Compassionate

Respectful

Teamwork

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use ‘**must**’ when referring to a statutory requirement.

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

6.1 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. This should enable them to:

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

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs and Disabilities co-ordinator, or SENDCo
- inform parents when we are making special educational provision for their child
- prepare a SEND information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school’s arrangements for SEND. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEND can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEND is a core part of our school’s performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

How Pupils with SEND are identified

The identification of SEND is built into our overall approach to monitoring the progress and development of all our pupils.

6.17 Class teachers, supported by the SENDCo and Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress (socially, emotionally or academically) given their age and individual circumstances. This can be characterised by progress which:

- *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*

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The steps below outline the process that teachers follow to identify pupils with SEND:

1. If a parent raises a concern about their child's social or emotional development or academic progress, they should speak to their child's class teacher in the first instance. The class teacher is to then alert the SENDCo to these concerns at the earliest opportunity, within 5 working days.
2. If a teacher has concerns about a pupil's social or emotional development or academic progress, they should inform the parents and SENDCo at the earliest opportunity.
3. Regardless of who raises concerns, the SENDCo and class teacher will meet informally with the parents and pupil within ten working days. The purpose of the meeting is to collate views and concerns, to determine potential barriers to learning and to plan adaptations to current classroom provision. This will be recorded on the '**Short Note (possible SEND)**' proforma and should be saved onto the secure staff server in the SENDCo file. All parties should agree a date for review which should be at least one month later (for provision to be sufficiently trialled).

N.B. At this point the pupil is not regarded as having SEND. How well the child responds or otherwise to the adjustments will determine if s/he has SEND.

4. A meeting should be held to review on-going concerns and progress. At this point, all parties should make a decision as to whether the pupil is likely to have SEND.

If it is felt that the desired progress has not been made and that difficulties persist, the pupil will be added to the SEND register and will receive a termly SEND Support Plan. The pupil is now described as being at 'SEN Support' and will appear as Code K on our school census. Teachers and support staff will have access to the SEND register on password protected staff computers/laptops only. Staff must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).

There are 4 broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35, access school's SEND Information Report or contact school to discuss with our SENCo.

Special Educational Provision

Once a pupil has been identified as having SEND, teachers use the 'Graduated Approach' to investigate barriers to learning.

The Graduated Approach involves a termly cycle of assessing, planning, doing and reviewing provision.

1. **Assess:** At the start of each term, the class teacher will complete base line assessments in order to obtain a clear understanding and analysis of the pupil's needs. Assessment outcomes inform any adjustments, approaches, resources, intervention and/or support that may be required. If necessary, the SENCo will support the class teacher in further assessments of the child's particular strengths and needs.
2. **Plan:** As the views of both the parents and pupils are of paramount importance, they will be invited to a termly SEN Support Plan meeting to write the Support Plan together with the class teacher.

During the meeting, the teacher, parents and pupil will work together to write achievable SMART targets and plan the use of intervention or additional tools which will support the pupil to make progress towards said targets during the

term. Parents are then asked to state whether they agree or disagree with the statement “my child has SEND, and this school gives them the support they need to succeed.”

3. **Do:** This involves putting the agreed provision into action. The class teacher remains responsible for the pupil’s progress and are required to work with the child in order to plan and assess the need for slight adjustments in support or interventions. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher and TAs must supplement teachers, not replace them.
During the term, the SENDCo will monitor Support Plan provision through Learning Walks or drop-ins.
4. **Review:** Prior to the end of term review meeting, teachers can begin to reflect on the progress of any targets which can be measured through teacher observations or assessments. The class teacher will then meet with the parents and child to fully review the plan together, on the agreed review date.

During the termly review meeting parents will be given clear information about the impact of the support and interventions provided, and parents can share their thoughts on their child’s progress. Together, the class teacher and the parents of the pupil will begin to plan next steps.

N.B. The quality and appropriateness of the support plans will be monitored by the SENDCo throughout the school year.

Involving Specialists

If at any point the class teacher in consultation with the SENDCo feel they need additional advice and support from an outside agency then the consent of the parent **must** be obtained first.

It may be necessary to seek external specialist advice if a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments.

The class teacher, with support from the SENDCo, will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEND support will include a plan for effective transition between phases of primary education.

Transition between Primary classes: At the end of each school year, class teachers discuss the needs of their SEND pupils with the new class teacher. At this point, they also share reviewed, summer term SEND Support Plans and any provision (e.g. visual supports) which can be carried on during the next school year.

Transition to Secondary school: The SENDCo will support the Year Six class teacher to plan for effective transition between Primary and Secondary school, this may involve meeting with the SENDCo of new settings. The class teacher (with support from the SENDCo) will prepare to send the child's information in a timely way, so that the receiving establishment has all the relevant documentation they require.

For children with Education, Health and Care Plans (EHCP), the SENDCo must support parents to name a Key Stage Three (KS3) setting in the summer term of Year Five. Once KS3 settings have indicated that they can meet needs, additional transitional meetings or visits may be necessary ahead of the usual Year Six transition days.

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the child's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This **must** be before the date of the anniversary of the plan being issued. The SENDCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENDCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a child or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share

information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a child, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding Children with SEND:

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

As part of a pupil's SEND provision, they may require additional support to ensure that they are safeguarded within the school and out in the wider community (including virtual communities). Provision will vary based on a pupil's age and needs, however examples may include additional and personalised teaching on stranger danger or explicit teaching on aspects of internet safety.

Please see our SEND Information Report and Accessibility Plan for further information regarding the additional measures that are put into place to safeguard pupils with SEND.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENDCo, will analyse data to identify any patterns in the identification of SEND, within the school and in comparison with local and national data. We will then use this information to reflect on and improve the quality of education. The SENDCo alongside members of SLT will use the data dashboards to compare our school with local and national data annually and report to

the Governing Body. (The January census is used and the data is supplied by NYCC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using our best endeavours and the Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENDCo) is appointed and that they are qualified, i.e. they are a qualified teacher and have the NPQ award for special educational needs and disabilities (NPQSENDCo). If our SENCo does not have this award on the day they are appointed then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENDCo.

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND and disability. School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- *6.97 They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEND Governor is appointed to work directly with the SENDCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors **must** publish at least annually a SEND Information report.

- *6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting child who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website. A NYC model SEN Information Report template is available in the appendix section of this policy.

*xxi School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.*

Role of the SEND Governor

Our SEND Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENDCo by visiting at least once a term
- be aware of the numbers of child at our school with SEND
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our pupils with SEND
- attendance rates of our pupils with SEND
- fixed term and permanent exclusion rates of our pupil with SEND
- any internal exclusions including the frequency and length of time that pupils with SEND are sent out of lessons as a behaviour management strategy
- that pupils are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that pupils with SEND receive a broad curriculum and social experiences, including that they do not disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance or exclusion (including internal exclusions) levels between pupils with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents who have children with SEND, about their experience of the school's SEND provision
- obtain the views of our children with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any child who has SEND is aware of their needs and have arrangements in place to meet them.

The Headteacher is also be responsible for pupil premium scrutiny and measuring the impact (similarly for Covid catch-up funding if appropriate).

Role of the SENDCo

6.87 The SENDCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.

6.89 The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENDCo will include:

- overseeing the day-to-day operation of the school's SEND policy*
- co-ordinating provision for children with SEND*
- liaising with the relevant Designated Teacher where a looked after pupil has SEND*
- advising on the graduated approach to providing SEND support*
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- liaising with parents of pupils with SEND*
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*

- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *ensuring that the school keeps the records of all pupils with SEND up to date*

Our school will ensure that the SENDCo has sufficient time and resources to carry out these functions. We will provide our SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Our SENDCo has a strategic and operational aspect to their role.

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact
Liaise with parents and teachers	Budget – Value for money (shared involvement with SLT)
Involvement in TA deployment through SLT	Review processes and systems
Transitions	Shared line management of TAs
	Report to SLT/Governors

The monitoring of SEND provision in our school is an essential role of our SENDCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources and environment
- scrutiny of all SEND support plans content, implementation and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings
- carry out 'Pupil Voice' opportunities with the child: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs including observations of for example of teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and child
- child progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- supporting child and staff with effective transition
- work with the year six teacher to consider examination/test access arrangements for SATs assessments.
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team
- staff voice

Role of class teachers

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the class teachers is to:

- support the SENDCo and our Senior Leadership Team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENDCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEND support plans, and implement and review them, as set out in this policy
- set high expectations for every child including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all children
- plan lessons that will address potential areas of difficulty and remove barriers enabling every child to achieve
- use their best endeavours to meet the needs of child with SEND

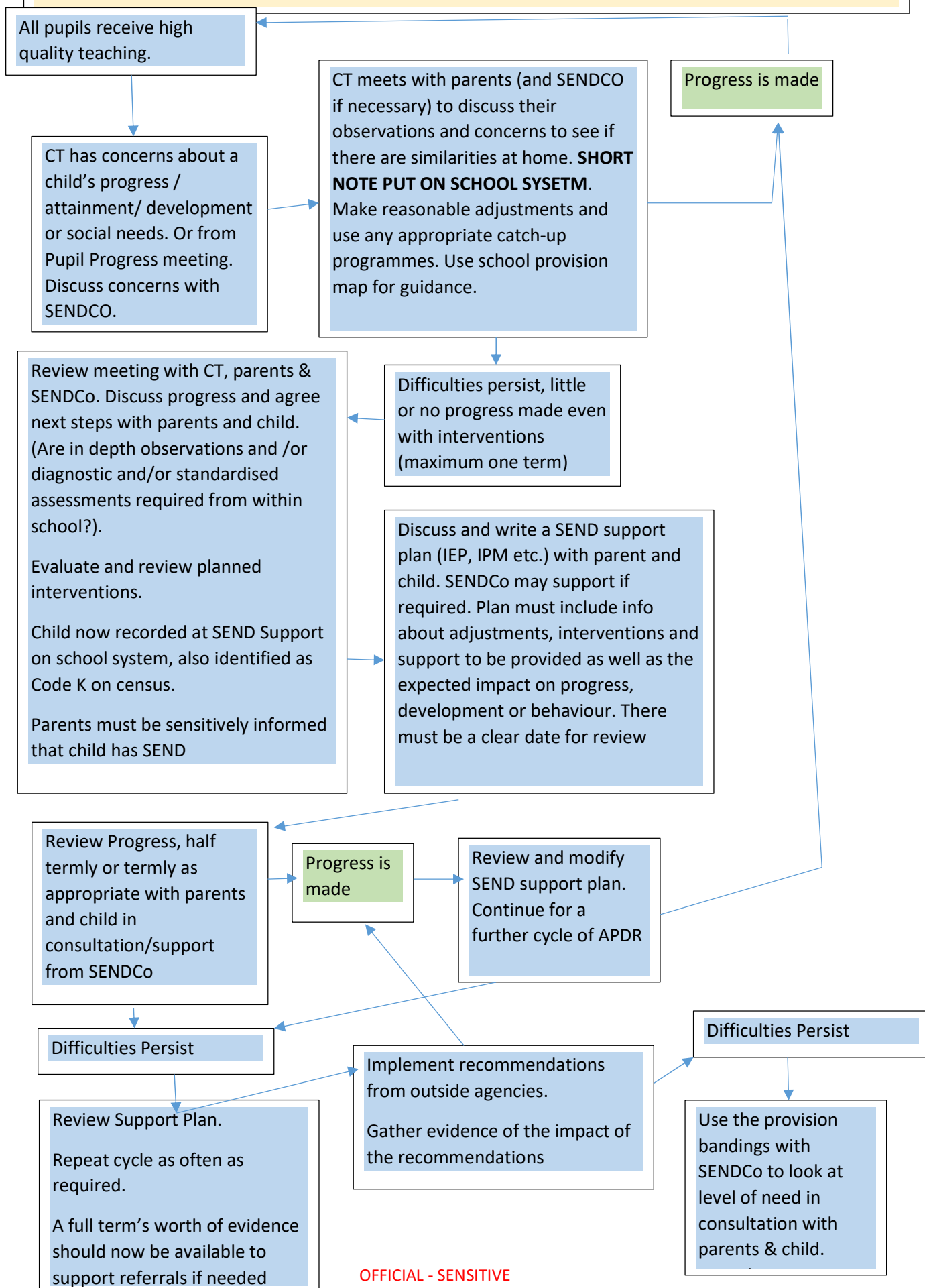
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the child on a daily basis
- keep abreast of SEND initiatives and CPD
- ensure QFT meets the needs of all learners and their starting points

Role of all support staff (including Teaching Assistant and MSAs)

The role of the support staff is to:

- ensure children with SEND become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning
- carry out pre-planned learning/behaviour/wellbeing activities directed by the teacher
- feedback and report any observations about the child they are supporting to the class teacher
- contribute to reports and reviews related to the child they support
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)
- support the child with toileting and personal hygiene (when necessary)

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.





SEN Support Plan



Name	Class/Form	Area of need(s)		Plan Number	Plan Date	Review Date
Strengths			Challenges/needs/ what is the barrier to their learning/ outcomes sought/?			
<ul style="list-style-type: none"> 			<ul style="list-style-type: none"> 			
Targets (linked with challenges/needs /outcomes sought)						
1						
2						
3						
Provision				Expected Impact		
(State how the target will be implemented: strategies to be used/adjustments/approaches/resources/ support/interventions/when/how often/who will deliver etc.)						
1						

2		
3		

Review

Review of Targets			
	Pre assessment (Where was the CYP at start of plan)	Post assessment - Impact/actual outcome (Where is s/he now)	Comments
1			
2			
3			
Child / Young Person View			

Parents Views

My child has SEND, and this school gives them the support they need to succeed: (Please circle)

Strongly Disagree

Disagree

Agree

Strongly Agree