



SEND Policy

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Introduction

Hermitage Primary School is an inclusive school and provides a broad and balanced curriculum for all children. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of this. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the child's teacher since he or she is the person who knows the child best.

Further enquiries, noticeably those regarding children with EHCPs, can be addressed to Teleri Pitts– SENCO. senco@hermitage.cheshire.sch.uk

Please make an appointment through the school office if you wish to speak to the SENCO.

Headlines from the 2014 Code of Practice.

- There are four broad categories of SEN:

Communication and interaction-

- ❖ The ability to communicate, to socialise appropriately and listen in order to communicate and learn.

Cognition and learning-

- ❖ The ability to learn, remember and apply prior learning to master new skills.

Social, emotional and mental health-

- ❖ The ability to be resilient, display good behaviour for learning, develop positive relationships and be emotionally secure and able to learn.

Physical and sensory-

- ❖ The ability to be able to access the curriculum, with appropriate modifications to resources, the environment or teaching methods.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are welcome to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from Ordinarily Available Inclusive Practice. This is the support, strategies, and activities, that are available for pupils without the need for a formal diagnosis or specialist support.

Defining SEN

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

We identify children as having SEN when they require support that is additional to or different from the majority of their peers, in order to make progress at school.

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.

Resource Provision for Autism

Hermitage Primary School is resourced for up to seven children within the age range of 4-11 years who have a main need of Autistic Spectrum Condition (ASC). The SENCo is the specialist teacher and we have a separate Resource Provision teacher. We also have specialist-teaching assistants who manage and support the needs of these children within an inclusive setting.

The school aims to ensure that all children receive their entitlement to a broad, balanced and relevant curriculum. All of these children have a personalised curriculum that helps to support their learning needs and styles. This will usually include the specific teaching of social skills or behavioural teaching. Children who are part of our Resource Provision are expected to access the mainstream classroom, working up to 50% or more. We ensure that work is adapted to meet the needs of all our pupils with support, they should be able to attend some learning within the mainstream. Admission to the Resource Provision is arranged through the Local Authority SEND Panel. The panel consult on a place with school. School then reviews the child's paperwork, which may include a visit to the child in their current setting. School makes a decision about whether they can meet needs and will respond to the Local Authority. The Local Authority will then communicate with the parents about the consultations and responses.

The school fosters a climate that supports flexible and creative responses to individual needs to ensure successful inclusion. It recognises the links between inclusive education and catering for diversity, promoting a whole school ethos that values all pupils and their families.

The Resource Provision and mainstream teachers work closely together and in partnership with other agencies, such as the Speech and Language Therapy service (SALT) and Cheshire East Autism Team (CEAT), to overcome barriers to inclusion. The aim for our school is that pupils with an ASC are included in the mainstream setting for as much of the time as is appropriate for each individual. There is an expectation that children who are part of the Resource Provision can spend some time, with support, in their mainstream classroom. Individuals and small groups of children may also be taught, by the specialist teacher or supporting adult, in the provision class base if they are working at a level significantly below their peers and require not only additional adaptations but also specific teaching relating to language and communication, or if they need access to a lower-stimulus environment.

There may also be opportunities for mainstream pupils who are working at a level significantly below their peer group to be included in such a small group, if this is thought to be beneficial for that child, thus making efficient use of resources available.

The school is also allocated sessions annually from the Educational Psychologist and a Speech and Language Therapist, to specifically work with the children in the Resource Provision.

The Speech and Language therapist works closely with the SEN teacher and other teachers to help plan for and advise on strategies that will help support their language and communication difficulties. This may be individual, group or whole-class support using strategies that have a positive evidence-base to improve Speech and Language skills.

Aims and objectives

The aims of our SEND provision are:

- to ensure that the special educational needs of children are identified, assessed and provided for at the earliest opportunity;
- to create an inclusive environment that meets the special educational needs of each child;
- to develop a whole school approach which fosters a positive attitude towards meeting the needs of all children;
- to make clear the expectations of all partners in the process;

- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum, giving them the opportunity to experience success in learning and achieve their full potential.
- to enable children to acquire skills, concepts and knowledge relevant to future life.
- to promote an ethos of self- worth and value for each individual;
- to provide channels of communication between child, school (Governors, teachers, teaching assistants, midday and catering assistants, administration and caretaking staff), home and other agencies, e.g. assessment and monitoring team, educational psychologist, school health, social services etc;
- to be responsive to the expressions of concern by parents.
- to work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to SEND
- to liaise with outside agencies to ensure high quality provision.

Educational inclusion

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 or adapted teaching approaches and experiences.

Teachers respond to children's needs by:

- monitoring the progress of all pupils in the four broad areas specified in the SEN Code of Practice, identifying needs as they arise and to provide support as early as possible.
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;

- helping children to manage their behaviour to take part in learning effectively and safely;
- helping individuals to manage their emotions, arising particularly through trauma or stress, to improve participation in learning.

Identifying special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring the progress of pupils:

The progress of every child is monitored at termly pupil progress meetings with the Senior Leadership Team. Where children are identified as not making progress in spite of Ordinarily Available Inclusive Practice, they are discussed with the SENCO and the graduated approach of Plan, Do, Review will be agreed. This may be additional support in class, specific 1:1 work and assessment or parental discussions. They may or may not be identified as having SEND at this stage. It may be appropriate for children to be placed on a First Concerns Profile- a one-page profile that shows strengths, needs and strategies in place for a short period of time. Or they may move or be placed on a SEN Support Plan if a pupil receives more than the Ordinarily Available Inclusive Practice, i.e. specific interventions to meet their need.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

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

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Our main priority is the safety, wellbeing, development and educational progress of the children in our care.

Frequently, the concern can be addressed by Ordinarily Available Inclusive Practice. Otherwise, following two terms of Ordinarily Available Inclusive Practice and specific interventions that are robustly monitored and evidenced-based as part of a First Concerns Profile, the child is placed on our SEND register. There will then be

additional support or intervention in place if it is deemed that the child requires additional support greater than and different from the majority of their peers. The child will then have a bespoke SEND Support Plan created by their class teacher in consultation with the SENCO. For children with an EHCP this is called an Implementation plan.

The SENCO is qualified to undertake a range of standardised tests with children. The SENCO can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. The SENCO can discuss children with complex needs at Educational Psychology or Cheshire East Autism Team consultation meetings, providing the SENCO has parental consent. Parents may be advised to contact their GP if they think their child may have ASC or ADHD or some other disability.

Some children may have a diagnosis or recognised Special Educational Need; however, this does not always mean that these children will require additional support at school. School provides and meets the needs of most children through good teaching using Ordinarily Available Inclusive Practice, as the strategies employed to support children with diagnoses are generally classed as 'good teaching' for all children, especially during their Primary Education.

Additionally, having a diagnosis of a particular condition does not require school to provide additional support or place the child on the school's SEND register. School has a duty to provide support for any child, who have a diagnosis or do not, where the above criteria applies. SEND Support is provided for children who have a Special Educational Need which requires provision additional to and different from the majority of peers the same age. The SEN Code of Practice is needs-led and support is provided where needs are shown at school.

School can show a variety of ways to meet the needs of children with SEND. School do not have to employ strategies requested by other professionals (Local Authority or Private) so long as progress is evidenced through the Assess, Plan, Do, Review cycles, see below.

In line with the SEND Code of Practice, the school follows a graduated response, using the Assess, Plan, Do, Review cycle, to a child's special educational needs.

Roles and Responsibilities

Head Teacher: Helen Ross

SENCo: Teleri Pitts

Special Needs Governor: Brian Donlon

In our school the class teacher:

- Is responsible for the initial identification of a pupil's special needs through observation of classroom practice and on-going assessment.
- Must inform the SENCO of their concern and decide, with the SENCO, if the school needs to help the pupil through the introduction of a specific intervention at group level or beyond.
- Must provide the SENCO with all information in order to assist them in devising an effective plan.
- Must inform the parents of the decision to involve the SENCO and to implement further action.
- Organises the timetable, class groupings and all available resources so that the pupil receives all possible support to reach the targets through Ordinarily Available Inclusive Practice (OAIP).
- Shares targets with the pupil (at an appropriate level) to help the pupil become aware of what s/he needs to achieve.
- Monitors the effectiveness of interventions.
- Completes, evaluates and implements any SEND Cycles created in partnership with the SENCO. (First Concerns, SEND Support Plans, EHCP Implementation Plans)
- Completes, with the support of the SENCO, the documentation required by outside agencies and the Local Authority.

In our school the Special Educational Needs Coordinator (SENCO):

- Advises the class teacher regarding the decision to intervene on a pupil's behalf.
- Makes an informal assessment of the child's needs, as well as collecting available assessment information already held by the school and class teacher.
- Supports the class teacher in planning an intervention.
- Undertakes formal assessment when appropriate and reports back to teachers and parents.
- Manages the day-to-day operation of the SEN policy;

- Discusses with the Headteacher, the need for additional support, including the employment of staff, and arranges its implementation.
- Contributes to and manages the records of all children with special educational needs;
- Monitors and evaluates the special educational needs provision through class based observations and record keeping;
- Arranges and attends annual review meetings;
- Prepares for and attends half-termly group consultation meetings with the Educational Psychologist and Autism Team.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- Acts as link with external agencies;
- Liaises with a SEN Child's previous setting before joining our school, or their next setting if they are moving on;
- Reports on the provision of special educational needs to the governing body and advising the governing body on meeting their statutory duties.

In our school the Head Teacher

- Oversees the implementation for the Special Education Needs and Disability (SEND) policy
- With the Board of Governors, delegates the responsibility of the Special Educational Needs Disability (SEND) to the SENCo
- Oversees the policy and Special Educational Needs and Disability (SEND) report.

Teaching and Learning

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we work appropriately, and we use assessment to inform the next stage of learning on an ongoing basis.

We believe that all children learn best with the rest of their class. Therefore, we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw individual children from the classroom situation. The school sees this as a way of preventing children feeling 'different' in a negative sense, and helps in building self-esteem. This is supported in our mission statement:

'We believe that effective learning is achieved in a secure environment where everyone is happy, stimulated, challenged and feels valued as an individual.'

Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a teaching assistant. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

However, because of targeted intervention there are times when, to maximise learning, and to utilise teaching assistant support effectively, we ask the children to work in small groups, or in a one-to-one setting outside of the classroom.

Some children with an EHCP are provided bespoke teaching and learning opportunities in the morning. These children work as a smaller class, benefitting from social interaction but having their academic needs further adapted, with a focus on communication development and life-skills.

Targets for children at SEN support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCO who monitors overall progress after the intervention.

Pupil Voice

The staff at Hermitage Primary School understand that

- ❖ Every child is an individual and its needs are different. We celebrate and value difference amongst our community regardless of age, gender, race, religion or culture.

- ❖ We believe that every child should be heard and have an active part of the discussion regarding their attainment and progress and we value what they have to say. We ensure that children on the Special Educational Needs and Disability (SEND) register have an input with their targets through discussion; their targets are then shared with them.
- ❖ We also believe that it is important to communicate children's achievement and strengths.
- ❖ Whilst setting targets and in preparation for Annual Reviews we ensure that children are able to share what they enjoy and what they need help with.

Allocation of resources

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 statements of special educational needs/EHC Plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been used.

The governing body has a statutory duty to enable funds, or request funds from the Local Authority to enable the school to meet the needs of children with special educational needs. The governing body has a duty to provide funding to meet the needs of all children who have been identified as having SEN.

The Head Teacher and the SENCO meet annually, and more often informally, to agree on how to use funds effectively.

Resources are stored in the ASC Classroom.

The role of the governing body

The link SEND governor will support the governing body in their role and provide a link between the SENCo and the governing body. The SENCo and link SEND Governor will meet regularly throughout the academic year and the link SEND governor will report to the full governing body.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The governing body has a duty 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 Local Authority and other schools, when appropriate, and report to parents on the success of the school's policy for children with special educational needs.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss their child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEND support, as 'low needs' [Requiring less than £6,000 of support per year].
- discuss assessments that have been completed.
- agree a plan and provision for the next term. (Provide a SEND Support Plan)

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Thereafter, parents are invited to further meetings during the year to review progress made, set targets and discuss provision for the next term. It may be that at this meeting it is agreed that due to the progress made and/or the attainment reached by the child that SEND support is no longer needed.

For children with a Statement or EHC Plan, described as 'high needs' [Needs requiring more than £6,000 per year], the following paperwork is completed:

- Annually, we record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. A similar profile is completed with the child and by the parent and acts as a guide to their class teacher.

This will be discussed with parents at an arranged meeting, where plans for the coming year are shared and a formal Annual Review of the previous year is conducted. Professionals involved with the child are invited to attend.

- At all review meetings, we discuss the child's progress, how the interventions and support are having an impact and how we can all best support the child in the future.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at high needs SEN Support [Support that is costing above £6,000 per year], we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child will need long-term support.
- The school has followed a graduated approach to meeting the child's needs and, despite significant ongoing evidenced-based support; the child is making limited progress.
 - Cheshire East has provided schools with a SEND Toolkit, which teachers should refer to in order to provide appropriate support at differing levels of complexity. The SEND Toolkit provides information for each broad area of SEND and how these needs can be addressed at each level of complexity- OAIP, First Concerns, SEND Support, Complex (EHCP) and Specialist.

Having a diagnosis (e.g. ASC, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan, or even needs additional educational provision making for them. The school identifies needs using data and observations, puts provision into place and then evaluates this provision.

If the Local Authority agrees that statutory assessment is appropriate, they will request all agencies involved with the child to submit a report. They will assess and discuss the outcomes of these reports and may decide to write an Education and Health Care Plan. Parents will be invited to give their comments throughout the process. The Local Authority has 20 weeks in which to complete the assessment.

Transition Arrangements

Transition into and within school-

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher,
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School-

Transition reviews to secondary school for pupils with an EHC Plan are usually held in the Spring Term of Year 5. This review will usually be attended by a representative from the local authority's assessment and monitoring team. The purpose of this meeting is to plan for the transition to secondary school and support parents in the application for a place. At Hermitage, we have an established practice of transition support, whereby the transition teacher from Holmes Chapel Comprehensive School makes regular visits into Year 6 to get to know the children. By doing this the secondary school will have a thorough understanding of the needs of our pupils. We also liaise with different secondary schools, if Holmes Chapel Comprehensive is not the preferred school.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school within the Headteacher's termly report

The SENCO and the headteacher hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments in light of the review findings.

Our SEN Information Report may be found on our website under statutory information/SEN.

Conclusion

As stated as part of our values and ethos we believe in developing the whole child to reach their potential through a wide range of learning opportunities. We are committed to providing an education that will equip all children for their future by providing a range of learning experiences within and outside of the classroom. We believe that all children, including those with Special Educational Needs (SEND) deserve the best start in life, starting with their education.