

Hampton Vale Primary Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Date approved:	September 2020
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1. INTRODUCTION

1.1 Hampton Vale Primary Academy is an inclusive mainstream school. Our Academy encourages exploration and creativity through an inspiring, broad, balanced and engaging curriculum where learning is at the heart of all that we do. Every teacher has a high regard for the progress and learning of all students within their classrooms, including those with SEND.

1.2 The Academy's commitment to inclusion and supporting children with SEND is part of the Academy's ethos and is in line with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010) and within the guidelines and inclusion policies of the Local Education Authority and other policies currently within the school.

1.3 The Special Educational Needs and Disability Policy sits alongside and should be read in conjunction with other Academy policies.

1.4 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE (Feb 2013)
- SEND Code of Practice (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Teacher Standards (2012)

2. AIMS AND OBJECTIVES

2.1 At Hampton Vale Primary Academy we aim to:

- a) Provide every child with access to a broad, balanced and inclusive curriculum in line with the SEND Code of Practice.
- b) Raise the aspirations and expectations of all children with SEND.
- c) Promote independence, equality and consideration for others.
- d) Provide children with the skills and attributes necessary for adult life.

2.2 Our Objectives:

- i. To identify special educational needs at the earliest opportunity.
- ii. To provide appropriate provision to ensure pupils with SEND have full access to the National Curriculum.
- iii. Continuous monitoring of the progress of all pupils to aid the identification of SEND and ensure that all pupils with SEND reach their full potential.
- iv. To have high expectations for all children and give every child the opportunity to experience success in their learning.
- v. To work in co-operation with the Local Authority and other outside agencies such as Health and Social Care, where appropriate, to support the needs of individual children.
- vi. Involve and inform parents/carers about their child's progress and encourage them to work with us in supporting their child.
- vii. Ensure that all staff have access to training and advice to support the individual needs of children and provide quality teaching and learning for all children.

3. RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

3.1 Everyone in the school community – governors, staff, pupils and parents/carers have a positive and active part to play in achieving the aims of our SEND policy.

3.2 The following people have particular responsibilities:

a) Governors: It is the statutory duty of the Governors to ensure that the Academy follows its responsibilities to meet the needs of children with SEND, in line with guidance from the Code of Practice 2014. The Governors are responsible for monitoring the use of all resources allocated to the school for SEND, including those for children with an Educational Health and Care Plan.

b) Headteacher: The Headteacher is responsible for overseeing the provision for children with SEND and informing the Local Governing Body of SEND provision within the Academy.

c) Class Teachers: Every teacher is a teacher of SEND and where a child has been identified as having SEND, the Class Teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupil. Teachers work closely with Teaching Assistants to plan and provide the appropriate provision and support.

d) SENDCo (Special Educational Needs Coordinator): The Academy a Trust SENDCO, a SENDCo, and two inclusion officers as part of their Inclusion Team who oversee the day-to-day operation of the school's SEND policy and coordinate provision for children with SEND.

3.3 The Inclusion Team will:

a) Maintain the school's special needs register.

b) Assist with identifying children with Special Educational Needs.

c) Meet with parents/carers of pupils with SEND, to ensure their involvement in the setting and reviewing of individual targets and provision for their child, including annual reviews for children with an Educational, Health and Care Plan.

d) Promote a graduated approach to providing SEND support across the Academy and liaise and advise other members of staff as necessary.

e) Ensure relevant and up-to-date information about all children with SEND and their requirements is accessible to staff to enable them to provide for their individual needs.

f) Meet with the Class Teacher to discuss the individual needs of the child and monitor and review the progress of the child on a half-termly basis using the Assess, Plan, Do, Review process.

g) Oversee provision using provision mapping and regularly monitor and review the effectiveness of the provision in place.

h) Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

i) Consult with external agencies and appropriate professionals to ensure support is co-ordinated and targeted appropriately.

j) Liaise with potential and next providers of education to ensure pupils with SEND and their parents/carers are informed about options and a smooth transition is planned.

4. ALLOCATION OF RESOURCES

4.1 All schools in Peterborough receive funding for pupils with SEND in three main ways:

- a) The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the Inclusion Team.
- b) The notional SEND budget (element 2 funding) covers the additional educational support required.
- c) Specific top up funds (element 3 funding) may be allocated to pupils with Education, Health and Care Plans.

4.2 Hampton Vale Primary Academy, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. We provide additional support up to the nationally prescribed threshold per pupil per year.

Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, the school may apply to the Local Authority for higher needs funding or for an Education Health and Care Plan.

The Headteacher will manage the funds allocated to meet the differing needs of the pupils within the Academy and will then inform the Local Governing Committee of how the funding allocated to support Special Educational Needs has been deployed.

5. IDENTIFICATION OF SEND

5.1 a) Definition

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children, however some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if they:

- i. Have a significantly greater difficulty in learning than the majority of others of the same age.

or

- ii. Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. SEND Code of Practice (2014, P15)

5.2 b) Categories of Special Educational Need

The SEND code of practice (2015) suggests children's needs and requirements fall into the following areas:

i) Communication and Interaction.

ii) Cognition and Learning.

iii) Social, Emotional and Mental Health difficulties.

iv) Sensory and/or Physical.

v) In practice, individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment. The purpose of identification is not to fit a pupil into a category but to determine what action the Academy needs to take. The Academy will always inform and consult with parents/carers if it is felt that a child may have a special educational need and before placing the child on the Academy's SEND Register.

vi) When identifying SEND the following criteria may be considered:

- A child's early history and/or parental concern.
- A Low entry profile.
- A Low Foundation Stage profile.
- A pupil's lack of progress despite receiving a differentiated curriculum.
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age.
- Requiring specialist material/equipment or support for sensory/physical problems.

5.3 c) The Graduated Approach

The Academy follows a graduated approach to identifying SEND which is made up of three stages or waves:

i) Wave 1

The first wave of this approach is quality first teaching which all pupils at the Academy receive. The progress of all children is assessed at regular intervals as part of the Academy's assessment and monitoring process.

ii) Wave 2

Where a child is not making the expected progress, despite quality first teaching, the child moves to Wave 2 of the graduated approach. The Class Teacher may decide to provide some targeted support for that child, which they will record on a class provision map using the Assess, Plan, Do, Review process.

Other factors such as poor attendance, gaps in learning, or English as an additional language (EAL) which may impact on a child's progress and attainment, but do not mean the child has a Special Educational Need. These can be identified and addressed at Wave 2.

If, after a cycle of Assess, Plan, Do, Review process has been completed, pupils are still not making the expected progress, the Class Teacher will seek further advice from the Inclusion Team. In deciding whether to make special educational provision, all the information gathered from within the Academy about the pupil's progress, alongside national data and expectations of progress is considered. Where more specific assessment is deemed to be necessary, this will be carried out by the Inclusion Team, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents/carers. Hampton Vale Primary Academy recognises that parents/carers know their children best and ensure we listen to parental concerns about their child's development.

When a child is identified as needing SEND support. The Inclusion Team and the Class Teacher, pupil, parents/carers and external specialists where necessary consider a range of teaching approaches, appropriate equipment, strategies and provision to support the child's progress. Where necessary, specific outcomes are agreed and recorded in an Individual Learning Plan or Pupil Profile, which is reviewed termly and the child is added to the Academy's SEND Register.

At Hampton Vale Primary Academy we can identify Special Educational Needs, and make provision to meet those needs, but we cannot offer diagnoses. This must be carried out by a Medical Professional or Educational Psychologist.

The pathway for parents/carers who think their child may have Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) or another disability, is via an Early Help Assessment (EHA) which can be completed by the Inclusion Team in school or by a Health Professional and then referred on to the appropriate external agency for further assessment.

iii) Wave 3

The majority of children with SEND will have their needs met through SEND support, however, where a child is still not making expected progress, the Academy and parents/carers may consider requesting an Education, Health and Care Assessment (EHC) by the Local Authority. The Local Authority will expect to see evidence of the action taken by the Academy as part of SEND support.

The purpose of an EHC plan is to ensure Special Educational Provision that meets the specific needs of the child, to secure the best possible outcomes for them across Education, Health and Social Care and, as they

get older, prepare them for adulthood.

6. PROVISION

6.1 Children at Hampton Vale Primary Academy with SEND make expected progress. This is a result of our high expectations and aspirations. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to the best of their ability.

At Hampton Vale Primary Academy we aim to have a Higher-Level Teaching Assistant (HLTA) or a Teaching Assistant in each class to support the Class Teacher and provide more individualised provision where necessary.

7. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

7.1 The Academy recognises that a pupil with a medical condition should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 (see MAT Medical Conditions Policy).

7.2 All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required; this will be arranged. The Academy has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability, the Inclusion Team and Class Teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.

Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through an Individual Healthcare Plan (IHCP). Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see MAT Health and Safety Policy).

8. CURRICULUM ACCESS AND INCLUSION

8.1 The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and disabilities to apply what they know and can do with increasing fluency and independence.

SEND Pupils study the full curriculum; it is not narrowed.

Work given is coherently planned and sequenced and enables the pupils to achieve the aims and ambition of the curriculum.

The curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all children.

8.2 All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

8.3 Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of a special educational need, disability or medical need.

9. STAFF TRAINING

9.1 Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff, including Teaching Assistants are reviewed as part of the CPD process in school.

Arrangements for the induction of new staff to ensure their practice is in line with the Academy's SEND Policy are made.

The Inclusion Lead and SENDCo will assist in the provision of training for teaching and non teaching staff and are kept informed of local and national updates in SEND.

10. ADMISSION ARRANGEMENTS

10.1 As a fully inclusive Academy, all pupils are welcome, including those with Special Educational Needs, in accordance with the Equality Act 2010 and the Admissions Policy. This includes children with any level of SEND and in line with the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent/carer, unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

10.2 All SEND paperwork should be passed to the Inclusion Team by the previous school or setting and the parents/carers as soon as possible. If the child is making a transition from another school, a meeting may be set up between key staff from both settings, parents/carers and external agencies where necessary to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs.

Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.

10.3 The Academy will ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

11. TRANSITION ARRANGEMENTS

11.1 The Inclusion Lead, SENDCo, Class Teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The Inclusion Team and Year 6 Class Teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15 February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

12. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

12.1 The Academy is able to call upon the expertise of a wide range of support services in Peterborough, such as Speech and Language Therapists and Educational Psychologists.

Through Peterborough's SEND and Inclusions Services we can also gain access to specialist teachers in various areas of SEND that can offer advice, support and training.

12.2 **Other Schools and Colleges:** We work closely with pre-school settings and other schools to ensure that transitions between schools are successful. Hampton Vale Primary Academy also has good links with other schools across Peterborough and nationally and is able to access further support from Peterborough's specialist Hub schools.

12.3 The Health Service and Social Care Service: Some pupils with SEND have support from Health and/or Children's Social Care. Staff at Hampton Vale Primary Academy liaise with professionals from the Health Service such as GP's, Paediatricians, Health Visitors and School Nurses to seek advice and support for these pupils.

The Academy recognises that a collaborative approach is the most effective way of supporting pupils and so the advice of Health Professionals is implemented across the Academy, including the drawing up of Health Care Plans and staff ensuring information on pupils' needs is shared amongst professionals. Health and Social Care professionals are involved in the reporting on pupils' needs and progress and in attending review meetings where appropriate.

13. PARTNERSHIP WITH PARENTS/CARERS

13.1 Hampton Vale Primary Academy believes that good communication between parents/carers and staff is essential, so parents/carers can share their knowledge and expertise about their child.

This is important in enabling children with Special Educational Needs to achieve their potential. Parents/carers are welcome to discuss any concerns about their child with their Class Teacher, at a mutually agreed time.

There is opportunity for parent/carer to discuss their child's needs, progress and strengths at Parents' Evenings and Learning Plan Review meetings. Parents/carers are involved in the initial identification of their child's needs and are part of the review process to monitor provision and progress.

Where possible, parents/carers are involved in strategies instigated, and we aim to support parents/carers with their child's difficulties if necessary. Parents/carers are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about Family Support Services such as Family Voice and other voluntary groups is available to parents/carers as well as contact details for the LA Parent Partnership Services. Parent/carer views are sought when reviewing SEND provision and support in school through one-to-one meetings, small working groups or by questionnaires.

14. THE VOICE OF THE CHILD

14.1 All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education.

At Hampton Vale Primary Academy we encourage pupils to participate in their learning by being present for at least part of review meetings, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

14.2 Children's views are sought when reviewing SEND provision and support in school through one-to-one meetings, small working groups or by questionnaires.

15. SEND INFORMATION REPORT

15.1 Parents/carers can find more information on SEND on the Academy website including more detailed information about the Academy's arrangements for identifying, assessing and making provision for pupils with SEND.

16. LOCAL OFFER

16.1 As part of the new Code of Practice, 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.

Parents/carers can find information about admissions, the graduated approach to assessing and supporting students with SEND as well as other agencies and specialists that can be contacted for support and advice through the Peterborough Local Offer at: [Peterborough Local Offer](#)

Parents / Carers can request this information as a hard copy from the Local Authority.

17. COMPLAINTS PROCEDURE

17.1 The Academy works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs.

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to any member of the Senior Leadership Team. Please refer to the Four Cs Multi Academy Trust Complaints Policy. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

18. MONITORING AND REVIEW

18.1 This policy will be reviewed annually.