



Special Educational Needs and Disability (SEND) Policy

March 2023

At Harefield Infant School and Harefield Junior School our core values guide our thinking and behaviour. They are:

Happiness-spreading joy to those around us;

Compassion-caring and being kind to all;

Respect-treating others as we like to be treated;

Teamwork-working well with everyone:

We are committed to offering an inclusive learning environment and equal access to the curriculum for all children to ensure their best possible outcomes. We aim to provide all children with strategies that break down barriers to learning in a supportive environment giving meaningful access to the curriculum.

Every teacher is a teacher of every child including those with SEND

Our Aims

We want our children with special educational needs and disabilities to achieve well at school, find employment and lead happy and fulfilled lives. We have high aspirations of and expectations for all children with SEND with a focus on outcomes. Our children where possible are included in planning that will meet their needs.

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

- Equality Act 2010: Advice for Schools (May 2014)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory guidance Supporting Pupils at School with Medical Conditions (December 2015)
- Teachers' Standards July 2011 (introduction updated June 2013, latest terminology update December 2021)
- Working Together to Safeguard Children (July 2018)

This policy has been developed through consultation with the SEND Governor in liaison with the Senior Leadership Team and Special Educational Needs Co-ordinator (SENCO).

Our SENCO is Mrs Trainor a qualified teacher who can be contacted via the school office.

Our Objectives

1. To identify and provide for children who have special educational needs.
2. To work in partnership with parents/carers listening to their thoughts and priorities for their child.
3. To enable the child to participate in the planning of their support.
4. To work within the Government guidance provided in the SEND Code of Practice January 2015.
5. To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.
6. To provide training and advice for staff working with children with special educational needs and disability.
7. To work in partnership with outside agencies.

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Identifying SEND

The Code of Practice January 2015 definition of special educational needs and disability is:

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability that 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*

The purpose of identification of SEND is to plan what action the school needs to take to enable a child to make progress. A detailed assessment will take place to ensure that the full range is identified. The support provided for a child will be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

The four broad areas of need give an overview of the range of needs that are planned for.

The four broad areas of need are:

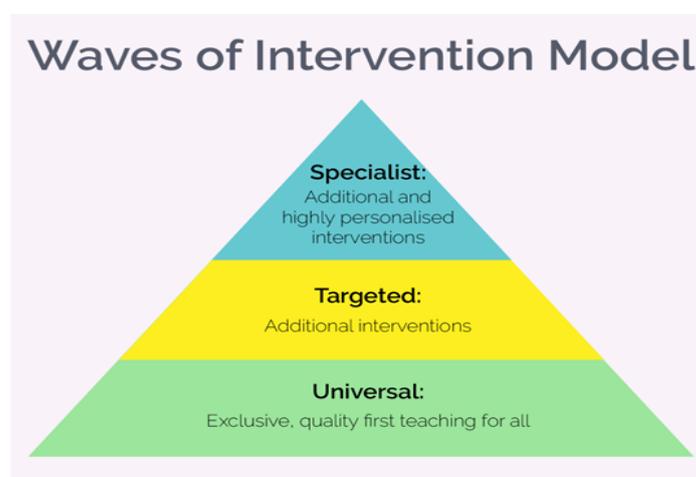
Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

Our school operates using the 3 waves of intervention model



Universal: Quality First Teaching

All teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from learning support assistants or outside agencies.

Each class teacher provides differentiated access to the curriculum tailored to meet children's individual needs.

Class teachers plan for children through ongoing observation and assessment of their learning and development. All children are monitored through 'Pupil Progress Meetings' that are held termly between the class teacher, the SENCO and a member of the senior leadership team.

High quality teaching, differentiated for individual children, is the first step in responding to children who are at risk of delay.

We aim to work in partnership with our parents/carers to provide the best possible outcomes for their children. If parents/carers have any concerns about their child, they should in the first instance talk to the class teacher. Parents/carers may wish to meet with the SENCO for further advice and guidance.

The school regularly and carefully reviews the quality of teaching through 'learning walks', work scrutiny and formal teacher observations. Teachers are supported in accessing a range of training to improve their understanding and strategies in identifying and supporting vulnerable children.

Targeted: Additional interventions

The class teacher and SENCO work closely together considering all information and assessments gathered about a child's progress to decide whether to make targeted provision and SEN Support.

Children who after continuous quality first teaching continue to be at risk of delay or who may appear to have a learning difficulty will receive appropriate interventions. Our team of Learning Support Assistants work with children through whole class, small groups or 1-1 sessions using multi-sensory approaches and ICT.

At this stage, those children who are receiving targeted interventions will be added to the school SEN Support register. Some children will have involvement from outside agencies such as a speech therapist. Children on the SEN Support register will have a Personal Education Plan (PEP). A PEP contains specific targets for the child to aim towards achieving and is reviewed termly and where necessary, further targets will be set. Targets may be based on advice from professionals involved with the child. The SENCO works with parents and the class teacher to ensure the child has any barriers to learning removed.

The impact of interventions on children's progress is reviewed termly through a four-part cycle of 'Assess, Plan, Do, Review', through which decisions and actions are revisited, and

revised with a growing understanding of the child's needs and what supports the child in making progress and securing good outcomes. This is known as the 'graduated approach'.

The SENCO monitors the impact of the interventions in place for children to ensure that the pace of teaching and learning match the child's needs.

Criteria for exiting the SEND register/record

Where a child continues to make good sustainable progress, s/he may be withdrawn from the SEN register/record.

Specialist: EHCP

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. (SEND Code of Practice January 2015)

Special educational needs (SEN). A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of 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

Where appropriate, the school will draw on more specialised assessment from external agencies and professionals. This could be for example speech therapy, the involvement of the SEND Advisory Service (SAS) or an educational psychologist

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings. Some children and young people may require an Education and Health Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC Plan (EHCP). The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice January 2015)

Information from the assessment is used to:

- *Establish and record the views, interests and aspirations of the parents and child.*
- *Provide a full description of the child's special educational needs and any health and social care needs.*
- *Establish outcomes across education, health and social care based on the child's needs.*
- *Specify the provision required and how services will work together to meet the child's needs and support the achievement of the agreed outcomes.*

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An EHCP is reviewed annually with parents and school to measure progress and ensure the outcomes are still appropriate.

Supporting children and families

For more information of the service Hillingdon provides through their local offer, visit: <https://www.hillingdon.gov.uk/send>

The school has published a SEND Information Report that provides further information for parents/carers about the additional services and agencies that are available to support the inclusion of children with SEN.

Transition

Planning and preparation for the transitions between phases of education include finding out the interests, strengths and motivations of children and using this as a basis for shaping additional support required.

We aim to promote disability equality through preventing barriers to inclusion. We will support children to be part of social groups and support them in developing friendships to gain a sense of belonging. Children with SEND will be supported to engage in the activities of the school together with those who do not have SEND and will be encouraged to participate fully in the life of the school and wider community.

Supporting children at school with medical needs

The school recognises that children at school with medical conditions 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. Our aim is to support children with managing their own needs independently wherever possible. For further information, please see the link below to access the statutory guidance; Supporting Pupils at School with Medical Conditions December 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

Monitoring and evaluation of SEND

The school carefully monitors and evaluates the quality of provision offered to all children. This is through a variety of methods that include scrutiny of children's work, sampling of parent/carer's views, sampling of children's views, case studies, staff meetings and training, and measuring the impact of interventions.

Training and resources

An allocated budget funds resources that can include additional staff, programmes of intervention, and physical equipment.

The school is committed to staff continual professional development. Training may take place within the school or accessed through professional training bodies.

The SENCo attends regular update meetings and cluster groups provided by the local authority to ensure current practices and knowledge is consistent within the school.

Reviewing the SEND Policy

The policy is reviewed annually and contributed to by all stakeholders.

Dealing with complaints

The school has a complaints procedure that is available via the website.