



# HAMPRESTON CE (VA) FIRST SCHOOL

Hampreston Village | Wimborne | Dorset | BH21 7LX | 01202 573074 | office@hampreston.dorset.sch.uk

*To love God and to love one another*

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## SEND Policy 2021/22



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## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for schools (*DfE May 2014*)

SEND Code of Practice 0 to 25 (July 2014)

Schools SEND Information Report Regulations (2014)

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

All provision for pupils with Special Educational Needs and Disabilities (SEND) is overseen and managed by the Senior Leadership Team (SLT) and is co-ordinated by the **Special Educational Needs Coordinator (SENCo) Mrs Emma Richardson**, who is a member of SLT.

At Hampreston, the SENCo is non-class based 2.5 days per week, with a half-day dedicated SENCo time, in order to ensure quality of learning for the SEND pupils.

The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEND funding from the local authority is being spent. Individual families are able to access clear information about how funding is used to support individual learners.

Hampreston CE (VA) First School's governing body will be responsible for the well-being and achievement of all children. Responsibility for **Safeguarding and Child Protection** is shared between the Head Teacher, Mr Tim Williams (Designated Safeguarding Lead), Assistant Head Teacher Mr Ryan McNally and Miss Nicky Humphrys (Deputy Designated Safeguarding Leads).

Assistant Head Teacher, Mrs Emma Richardson, is the named member of staff for **Children in Care (Looked After Children)**.

The Head Teacher has overall responsibility for Special Educational Needs and Disability [SEND] in Hampreston First School.

Our SENCo works closely in liaison with other agencies, including **Dorset Council**, via a Locality-Based approach.

The governor with oversight of the arrangements for SEN and Disability is Mrs Amy Priest

Hampreston's commitment specifically for SEND is to:

- work within the guidance provided in the SEND Code of Practice, 2014
- identify needs early so that professionals can intervene quickly minimising gaps as early as possible;
- have high expectations and aspirations for what children with SEND can achieve;
- focus on the outcomes that children and families want to achieve;
- respond to the views and participation of children and their parents; and to
- support families throughout the system with processes and procedures that are engaging, accessible, easy to understand, structured, transparent and comprehensive
- provide support and advice for all staff working with special educational needs children

## AIMS AND OBJECTIVES

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

Staff at Hampreston First School have high aspirations for all children identified as having a Special Educational Need and / or Disability in our school. We strive to ensure all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood.

The aims of our inclusion policy and practice in this school are:

- To provide access to the national curriculum for all children.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To ensure that parents or carers are able to play their part in supporting their child's education and that their views are taken into consideration.
- To ensure that we challenge and extend the children through the work that we set them and encourage children to think and work independently.
- To carefully map provision for all learners with SEN or disabilities to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure that the special educational needs or disabilities of children are identified, assessed and provided for.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners with SEN or disabilities.
- To make clear the expectations of all partners in the process.
- To promote children's self-esteem and emotional well-being and help children to form and maintain worthwhile relationships based on respect for themselves and others.
- To ensure that our children have a voice in this process.

## **ROLES AND RESPONSIBILITIES**

### **Management of Inclusion within our school**

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCo). The SENCo is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The Assistant Head Teacher for Children in Care has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school has a responsibility for maximising achievement and opportunity of learners with SEN or disabilities;** specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all learners with SEN or disabilities and a positive and sensitive attitude is shown towards all pupils at all times.

## **The Governing Body**

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all children with special educational needs.

The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for children with special educational needs. The 'responsible person' in this school is Mrs Amy Priest.

## **Head Teacher**

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher will be informed of the progress of all learners with SEN or disabilities and any issues with regard to the school's provision in this regard through analysis of the whole-school tracking system, pupil progress meetings with individual teachers, regular meetings with the SENCo and discussions with pupils and parents.

## **The SENCO**

In our school, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for learners with SEN or disabilities.
- Identifying on this provision map a staged list of pupils with special educational needs, those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs Funding and those with statements of Special Educational Need or Education Health and Care plans.
- Coordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting learners with SEN or disabilities.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs Funding and/or an Education Health Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need or disability which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 4 pupils on the SEND register.
- Monitoring the school's system for ensuring that Individual Educational Plans, where it is agreed they will be useful for a pupil with SEND, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all learners with SEN or disabilities.
- Meeting at least termly with each teacher to review and revise learning objectives for all learners with SEN or disabilities in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and the SENCo to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCo network meetings and training as appropriate.

- Liaising with the school's Inclusion Governor, keeping him or her informed of current issues regarding provision for learners with SEN or disabilities, including those with Special Educational Needs, (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support learners with SEN or disabilities.

### **The Class Teacher**

Class teachers are involved in liaising with the SENCo to agree:

- Which pupils in the class are learners with SEN or disabilities.
- Which pupils are underachieving and need to have their additional interventions monitored on the learners with SEN or disabilities provision map but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need or disability and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans).
- Securing good provision and good outcomes for all groups of learners with SEN or disabilities by:
  - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduce linguistic difficulty whilst maintaining cognitive challenge.
  - Ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely 'additional to' or 'different from' those normally provided as part of the differentiated curriculum offer and strategies. (SEND code of Practice 0-25 years 2014)
  - Ensuring effective deployment of resources, including teaching assistant support to maximise outcomes for all groups of learners with SEN or disabilities.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in drawing up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the support services.
- Providing all information in an accessible way, including where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Pupils**

At Hampreston First School we recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of self-assessing or peer assessing against success criteria and targets and using green pen to edit and improve their learning. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their needs and learn about learning.

- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their Individual Education Plan.
- Where possible and appropriate, pupils can attend part of their Annual Review Meetings to have their voice heard.

## **ADMISSION ARRANGEMENTS**

Hampreston First School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this, the school makes appropriate reasonable adjustments to accommodate those who are disabled.

Where adaptations are required to support physical or medical needs, Hampreston First School liaises with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored and reviewed. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

Hampreston First School is moderately accessible, but does feature multiple levels. The building has wheelchair access to some areas. There is a disabled toilet. Adaptions are made to ensure all children are able to use all the equipment and facilities as far as possible. The school may receive advice regarding access from a range of agencies including the Children's Therapy Service, Hearing & Vision Support Service and the Speech & Language Service.

## **SEND INFORMATION AND LOCAL OFFER**

The school website has information about SEND and specific information on how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to have SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) and then by using the search engine to find our school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEN under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health
- iv. Sensory and/or physical

Children may have needs in more than one identified category and we aim to ensure that clear plans match individual learning requirements.

Staff use a wide range of tools to assess the amount and level of SEND support needed including standardised assessments. If and when a child is identified as having SEND, Hampreston First School will seek to remove barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle of assess, plan, do and review with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. Following review, new targets may be set and support adjusted as necessary. This is known as a graduated approach. The school may request support from other agencies to support a child's needs and to increase progress.

Outside agencies that may be consulted by Hampreston First School include the Dorset Council Locality SEN Team, Children's Services, the School Health Service, the County Psychological Service, the Behaviour Support Services, the Hearing and Visually Impaired Service, the Speech and Language Service, Poole Hospital Child Development Unit and any other service that may prove useful in supporting staff and children. Parents are consulted before the involvement of any outside agency. Parents are kept fully informed about the advice provided by such agencies.

We operate an open door policy with reference to parental concerns.

The consultation with these outside agencies is intended to ensure:

- early and accurate identification and assessment of special educational needs so that the child / young person's requirements are provided;
- continuing social and academic progress of children with special educational needs;
- personal and academic targets are set and met effectively;

If staff have any concerns these are discussed with parents as soon as possible and a teaching plan is written involving the teacher, parents and child which sets out key targets. This is reviewed at least termly.

Learning needs are managed either by using school support or by having an Education, Health and Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met at the School Support level.

Our teachers are responsible and accountable for the development and progress of the children in their class, including where children access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement.

Where it is clear that additional intervention is not supporting progress it is likely that a child may have special educational needs. Further exploration of the nature of the difficulties may take place.

Where it is decided that a child does have SEND, provisional targets are discussed and considered in consultation with parents. A teaching plan is then written. The decision is recorded in school records and the child's parents are informed that special educational provision is being made. This is known as a 'graduated response'.

The SENCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that progress is sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and



addressed appropriately using additional processes and other strategies. If necessary referral is made to external agencies.

## **MANAGING CHILDREN WITH SEN AND THOSE WITH DISABILITIES IN OUR SCHOOL**

Where a child is identified as having SEN and/or a disability, Hampreston First School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents and children to agree action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

If a child is causing concern, staff raise concerns with the SENCo and strategies for support are discussed. This is shared with parents who can provide additional information. If necessary, the class teacher / SENCo will prepare a teaching plan which usually sets out approximately three key targets. The teacher will state how they will support the child in reaching these targets. Parents also add to the teaching plan stating how they will support their child. The child can also contribute to the plan. Completed teaching plans are signed at Parent / Teacher consultations or Parent / SENCo consultations (which can be arranged up to three times per year if required) or at another meeting planned with the parents and the relevant teacher. A copy of this is given to the SENCo and parents. Teaching plans are reviewed at least three times a year. If a child's progress continues to be of concern, the SENCo may, in discussion with parents and the class teacher, make referrals to outside professionals. The information gained through these is used to identify how best to support the child's progress.

In a very small number of cases a child's needs may warrant a request to be considered by the Local Authority for an Education and Health Care Plan [EHCP]. Parents are involved at all stages of the process.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCo assess and regularly monitor the children's progress in line with existing school practices. This is an ongoing process. The SENCo works closely with teachers and parents to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The Headteacher monitors the progress of all children within the school, including those children with Special Educational Needs and Disability. The SENCo provides staff and governors with information about the impact of the policy on the practice of the school.

## **COMING OFF THE SEND RECORD**

Children will be removed from the SEND record if it is deemed that they have made sufficient progress over a period of time, to enable them to access the curriculum successfully and make progress in line with peers. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the

special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Hampreston First School will work within the statutory guidance, Supporting Children at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the school is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

## **TRANSITION ARRANGEMENTS**

Hampreston First School is committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required. The SENCo will provide information on specific needs for new staff as appropriate. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **SEND INFORMATION**

Hampreston First School presents its SEND information in three ways:

- i. by information placed on the school website
- ii. by following the link on the school website to the local authority's Local Offer website
- iii. through information contained in this policy

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and Local Authority's websites.

## **ACCESSIBILITY**

Hampreston First School publishes its Accessibility Plan on the school website

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child that has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo. Additionally, Mrs Amy Priest on the Governing Body of Hampreston First School can be contacted.

## **REVIEWING THE SEND POLICY**

This policy will be reviewed annually and updated.

Date of Adoption by the Governing Body	September 2021
Next Review Date	September 2022