



## **Policy for Special Education Needs and Disability**

This policy complies with the statutory requirement laid out by the Department for Education (DfE) and Department of Health (DoH) SEND (Special Educational Needs and Disability) Code of Practice 0 – 25 (2014, updated 2015) and has been written with reference to the following guidance and documents:

- Equality Act (2010)
- Children and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)
- Teachers Standards (2012)
- Safeguarding Policy

To be read in conjunction with the SEND Information Report.

### **Policy development and implementation**

This policy has been written by the SENCO team (Paula Platten and Rachel Golding) in collaboration with the Headteacher. It continues, from the previous SEND policy, the use of Education, Health and Care (EHC) plans and the category of Special Educational Needs Support. It now also includes information of the Sunderland Ranges for identifying the level of need for individual children. These needs are grouped into four broad categories by the SEND Code of Practice (2015) and the Sunderland Ranges.

- Communication and Interaction (e.g. autism or language disorders)
- Cognition and Learning (e.g. dyslexia, dyspraxia and dyscalculia, moderate learning difficulties (MLD) or global development delay)
- Social, Emotional and Mental Health (e.g. attention deficit and hyperactivity disorder (ADHD), attachment disorders, emotional difficulties or mental health difficulties)
- Physical and Sensory (e.g. hearing or visual impairments)

### **Intent**

At Hudson Road Primary School our core values underpin our culture and behaviours: principles of respect, high expectations, understanding of rights and responsibilities and a sense of belonging and purpose. At Hudson Road we value each child as an individual who brings their own contribution to our school. All children are entitled to an appropriate and high-quality education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We work closely with parents and children to ensure that we consider the child's own views and aspirations and the families' experience of, and hopes for, their child. Families are continually involved with planning and reviewing SEND provision for their child.

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Authors: Mrs P Platten and Mrs R Golding

At Hudson Road excellent targeted classroom teaching is used to allow all children to reach their full potential, including those children with SEND at Range 1 or above. Quality first teaching includes:

- The highest expectations
- Scaffolded or differentiated curriculum by grouping, 1:1 work, teaching style and content of the lessons
- Varied teaching groups and strategies including: smaller class sizes, longer processing times, pre teaching, reading aloud
- Using recommended resources, such as coloured overlays, visual timetables, larger font
- Adapting staffing including class teacher and teaching assistants (TA)

Hudson Road Primary School is committed to providing an education that includes and stimulates all children, regardless of ability. Children with a wide range of abilities and needs are included in all activities, providing them with opportunities to fulfil their potential. Some children will need extra support and adaptations are made to the curriculum and activities as required.

This policy gives details of our approach and actions taken to support the children in our care.

### **What are special educational needs?**

‘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 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.’ (SEND Code of Practice 2015 xiii, pg 14-15)

### **SEND at Hudson Road Primary School:**

Our objectives are:

- To identify any barriers to learning for children with SEND at the earliest opportunity.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents and families.
- To work with the Governing Body and enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual children.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children.

### **The school's SENCO team are:**

Mrs Rachel Golding EYFS and KS1

Mrs Paula Platten KS2

Hudson Road Primary School recognises that provision for children with SEND is a matter for everyone involved with the child.

**Roles and Responsibilities with regard to SEND are designated in the following way:**

**SENCO:**

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school. This includes leading the annual review.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, children and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching. This includes leading training on SEND within school.
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEND support. This includes monitoring the needs of SEND children and the impact of interventions.
- Advise on the deployment of the school's delegated budget and other resources to meet children' needs effectively. This includes advising on the allocation of roles and responsibilities to ensure needs are met.
- Be the point of contact for external agencies, especially the local authority and its support services and attend local authority SEND meetings.
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Report to governors on the needs of the SEND children in their care annually.
- Work with the headteacher and governors to ensure responsibilities are met under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date. This includes the termly support plans and individual provision maps created by class teachers as well as the SEND register and whole school provision map.
- Monitor the reviewing process within school, including the organisation of annual and termly reviews.

**Class teachers:**

- Identify individual children in their class with SEND and follow the identification process set out in the SEND flow chart (see Appendix 1). This includes knowing each child's area of need as set out in the SEND code of Practice (2015) and where they are placed on the SEND Ranges.
- Know which children in their class are on the SEND Register.
- Maintain a SEND section in their planning file to include all relevant information about individual children including one page profiles, support plans and provision maps.
- Ensure Quality First Teaching for all children and that planning includes the reasonable adjustments made for those children with SEND at Range 1 and 2 within their own classroom.
- Ensure individual key information profiles are completed for each child on the SEND register at range 1 and 2, identifying their needs and difficulties. These must be shared with parents and the children.
- Ensure individual provision maps are created and reviewed termly for those children with SEND at Range 3.
- Ensure individual support plans are written and reviewed termly for those children with SEND at Range 3 or above. These must be signed by parents and reviewed with the child and their parents at least three times a year.
- Ensure all SEND provision is designed alongside the child and their parents and takes their views and aspirations into account at every point.

- Ensure SEND TAs support children appropriately.
- Ensure that the SENCO team are aware of children's needs.
- Provide learning experiences which are appropriate to the needs of the child.
- Attend appropriate INSET and courses.

### **SEND Teaching Assistants:**

- Work under the guidance of the class teacher and SENCO
  - Deliver activities and learning programmes and keep records of work as requested.
  - Assess the progress of individual children.
  - Support children either in class or by withdrawing individuals and small groups for pre learning, reinforcement or revision of work covered.
  - Attend appropriate INSET and courses
  - Work in accordance with the school's SEND policy

## **Identification of Special Educational Needs:**

### **Range 1 and 2 – School Support**

When a class teacher identifies a child with SEND they should inform the SENCO. This identification is based on a child within their class who:

- Makes little or no progress even when teaching approaches are individually targeted to overcome their individual barriers for learning.
- Shows barriers to learning of literacy and numeracy skills, which result in poor attainment.
- Has sensory or physical difficulties, continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.
- Presents persistent emotional or behavioural difficulties.

If a class teacher has concerns about a child these will be discussed with the child, their parents and the SENCO. The class teacher will monitor the child's progress or behaviour for half a term. Extra support will be provided within the classroom setting alongside observations by the class teacher. Any information or observations will be logged in the class planning folder or on CPOMS.

If, after a period of monitoring, little or no progress has been made, the child will be moved to Range 1. At this point they can be added to the SEND register based on the permission of parents through a signed initial concerns form. **The class teacher must gain written parental permission to add a child to the SEND register.**

At Range 1, a child will be supported by the class teacher or a teaching assistant, if the child makes progress, the child may stay on range 1 for another half a term. If no progress is made, through the assess, do, plan, review cycle, the child will then be moved to range 2.

At Range 2, extra support will be provided within school and this will be recorded on the key information performa, indicating the support that is in place to support the child.

### **Range 3 and 4 – School Support**

A child will be moved to Range 3 if they:

- Continue to make little or no progress in specific areas despite interventions.
- Continue working at levels substantially below age related expectations.

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- Continue to have difficulty in developing literacy and numeracy skills.
- Have emotional or behavioural difficulties, which substantially and regularly interfere with their own learning or that of the class, despite an individualised behaviour management programme.
- Have sensory or physical needs that require additional specialist equipment or regular advice by a specialist service
- Have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At Range 3, the class teacher will write a detailed support plan in consultation with the child and their parent/carer. This will then be reviewed after 6 weeks, to assess whether the support and interventions have allowed the child to make progress and narrow the gap. This review will take place at a review meeting with the child and their parent/carer. New targets can then be agreed and a new support plan created. At this stage the SENCO may refer the child to external support services, both those provided by the LA and by outside agencies. Professionals from these partner services will carry out their own assessments and advise teachers on support plan targets and accompanying strategies.

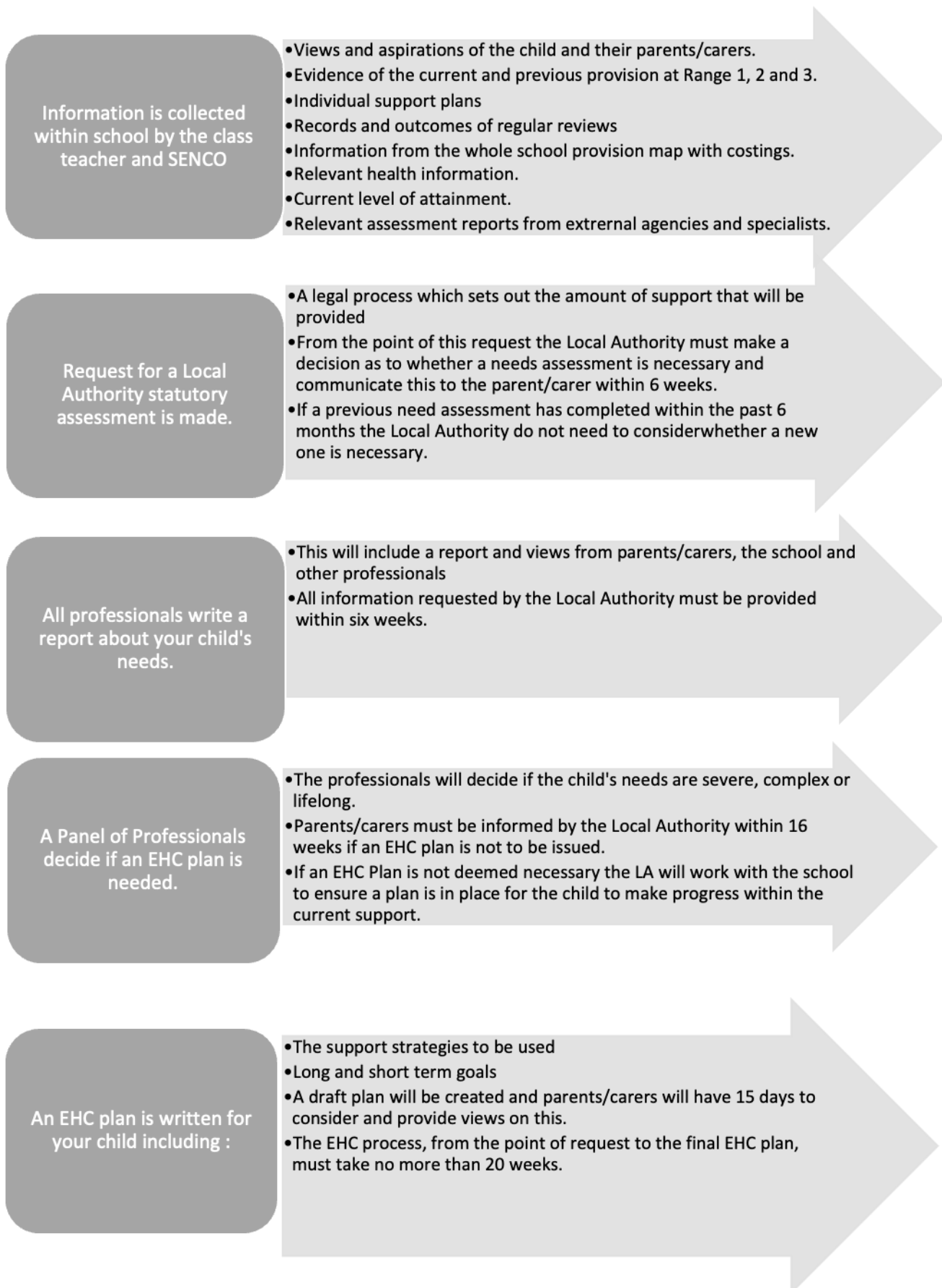
#### **Range 4 and 5**

#### **Progression to Statutory Assessment – Education Health Care Plan (EHCP):**

If the school, parents or other professionals consider that further support is needed, they can apply for an Education, Health and Care (EHC) needs assessment. An Education, Health and Care (EHC) plan is a legal document, written by the Local Authority for children and young people aged up to 25 with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. This is a single document that describes the child's strengths and needs in a multi-disciplinary and holistic way based on a person-centred approach.

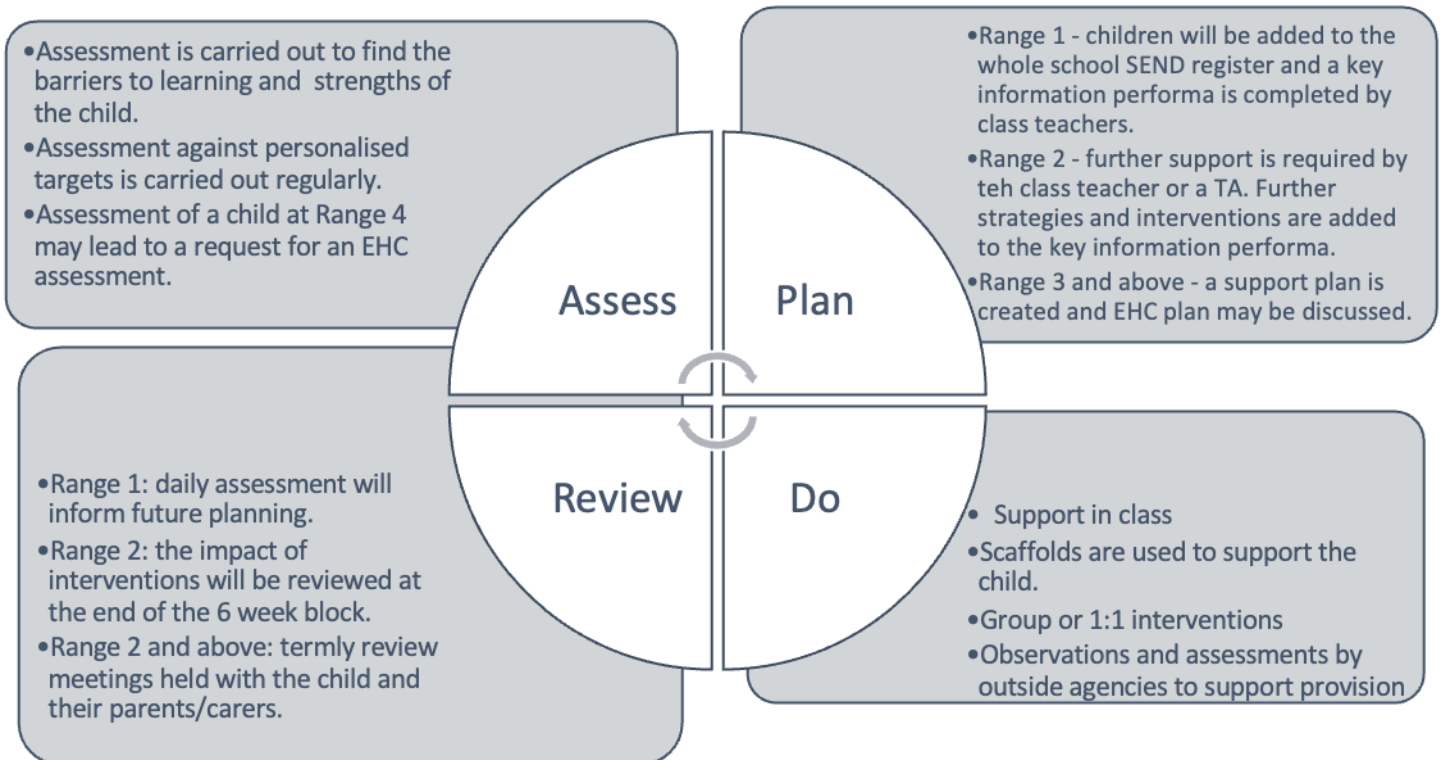
The EHC plan process is detailed on the following page.

The Local Authority will review the EHC plan at least once every 12 months. This must be done in partnership with the school, parents, other agencies and the child. The local authority will decide whether to make changes or cease to maintain the EHC plan within four weeks of the review meeting.



## A Graduated Response to SEND

The graduated response (Assess, Plan, Do, Review) is followed with every child with SEND. This is followed with children at every stage and within every SEND Range and informs the decision to move children between SEND Ranges. Tracking and monitoring of our SEND children is in line with whole school practice. (Further details of the graduated response can be found in appendix 2)



## Review meetings

Review meetings are held at least three times each year with the child and their parents/carers. These allow all involved with the child to review the current provision against personalised targets and make changes to the provision or targets as appropriate. Over the period of a year the relevant SENCO will attend at least one review meeting for all children on the SEND register. The SENCO will also attend termly reviews for any children causing concern or who are likely to be considered for an EHCP. Any parents of children attending SEND Provisions within school will meet with the SENCO termly.

If a child has an Education Health Care Plan, this must be reviewed annually. The review meeting will be chaired by the relevant SENCO with reports submitted by the class teacher and any specialist services working with the child. If there are concerns about the progress or behaviour of a child with an EHC plan then review meetings can be held at any time during the year and more than one can be held in the course of a year.

The annual review can be used to request additional support or changes to the Educational Health Care Plan. In the unfortunate event of a child with an EHC plan facing Permanent Exclusion an annual review **must** be held at the earliest opportunity prior to the exclusion meeting.

The annual meeting will consider the following questions

- What are the child's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the statement? What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?  
How successful has the child been in meeting the targets in the Personalised Plan?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the EHCP necessary?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

The Secondary School SENCO is also invited to any Y6 EHC plan reviews.

## **Monitoring**

Monitoring of progress of all children with SEND is carried out on a termly basis with class teachers and the SENCO. The impact of interventions is evaluated and new action/provision accordingly.

INSET needs are reviewed regularly.

The SEND Link Governor visits the school to monitor the implementation of the policy and reports back to the Standards and Effectiveness Committee. During these visits, the following questions are considered :

- Is there effective communication between staff, parents and SEND co-ordinator?
- Are the support plans addressing the needs of the children?
- Are the children achieving?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Are parents happy with the provisions for SEND children?

## **Facilities for children with special educational needs and difficulties**

- The building is accessible with ramps situated at all main entrances.
- The school is one level with easy access and double doors.
- There is a disabled toilet, shower area and changing facility with a hoist.
- Equipment used is made accessible to all children where possible.
- After school clubs and extracurricular activities are accessible to all children, including those with SEND.
- There are several intervention spaces available within school, used daily by specialist teachers, HLTA's, teaching assistants and outside agencies for group and individual support sessions linked directly to support plans.
- Children with complex special needs including Autism have supervised access to a sensory room where they can self-regulate.



## **Transitions**

Clear plans for transitions to our school, between classes and eventually through to new schools are created to ensure children feel happy, safe and secure throughout their education. We also provide children with preparation for adulthood targets throughout their education to support children's transitions into the wider world beyond education.

### Transition into Hudson Road

- The relevant SENCO will contact the SENCO at the child's current school
- Visits arranged, where possible, to allow the child to meet key staff and form relationships
- Meetings with parents/carers, the child and key staff to discuss the provision required
- All records passed on from the current school
- Support services and other agencies notified if necessary

### Transition between classes

- Planning meetings between current and new class teachers
- Discussions of support and targets
- One page profile shared with new staff including the child's views, aspirations, hobbies and interests
- Visits by staff to current class and by the child to their new class to help build new relationships
- Meetings with parents/carers, the child and key staff
- Individualised transition books created and sent home where appropriate

### Transitions to a new school (Including in year 6)

- Meeting between Hudson Road SENCO and the SENCO from the new school to discuss support needed by the child.
- Visits arranged, where possible, for both the child to visit the new school and staff to visit Hudson Road to help to build new relationships.
- In Year 6 the new SENCO is invited to the SEND review in the summer term alongside the current class teacher and parents/carers.
- All records passed on to the new school.

## **Recording procedures**

SEND Register / provision map records are kept in a lockable filing cabinet in the Senior Staff office. Records are accessible to all teachers and relevant professionals in consultation with the SENCO.

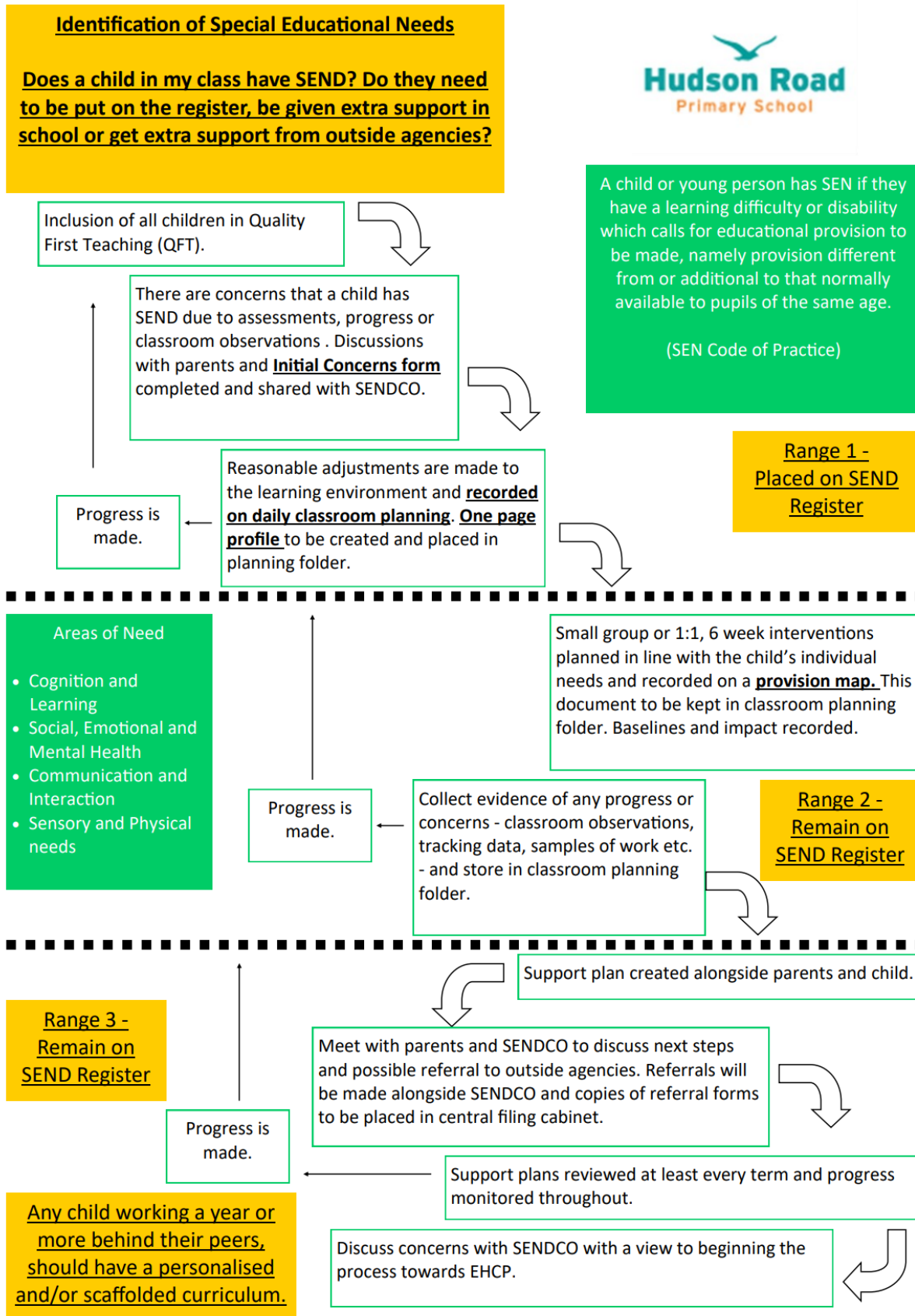
Information is also logged on CPOMS for example copies of letters received, contact from external agencies or incident/observations.

Current support plans are kept in class teacher's planning files and stored on the N drive

## **Policy Review**

The next full review will be March 2024.

**Appendix 1**



**Appendix 2**

Stage	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher	The teacher plans for activities to be given to the children at the appropriate level of need for success and progress to be achieved.  Identification of barriers to learning.	If, after observations in a variety of contexts and in discussion with parents/carers, a child is not making adequate progress, placing the child on the SEND monitoring register at Range 1 is considered. The teacher responsible for the child informs the SENCO of the concern.
Range 1	The class teacher SENCO	The class teacher has identified that the child is showing mild difficulties in his/her learning. Discussion with SENCO and placed on the SEND register. Key information document is completed by the class teacher, identify the needs of the child and support to be put in place. Support in class and some group interventions.	Most children should make progress with the additional support.  Further discussion with the SENCO and parents and move to Range 2
Range 2	The class teacher SENCO	Needs are mild but persistent. Key information document is completed by the class teacher, identify the needs of the child and support to be put in place. SENCO will use screening tools available for use in schools to establish a profile of the child's strengths and weaknesses. This will inform areas for intervention Child will receive 1:1 intervention to attempt to remove barrier to their learning.	Most children should make progress with the additional support.  Further discussion between the SENCO, class teacher and parents and move to Range 3, if no progress is made.  Children will be added to whole school provision map.
Range 3	The class teacher SENCO	A support plan is written by the class teacher with support from the SENCO. The support plan is shared with parents/carers. The SENCO requests intervention and advice from external agencies The class teacher uses advice from external agencies. The support plan is reviewed regularly.	Majority of children will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.
Range 4/5	The class teacher SENCO	Further support from external agencies. Support plan written in accordance to their advice. Assessment Planning Meeting for EHCP.	Work with specialist settings for support for children with complex needs if no progress is made.  Parents and SENDIAS to look at specialist settings if range 5.