



Houghton St Giles CE Academy

Special Educational Needs and Disability (SEND) Policy and School Information Report 2020-2021



Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with SEND.

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Equality Act 2010](#)

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

A pupil has SEND, if they have a learning difficulty or an impairment which meets the criteria of definition of disability under the [Equality Act 2010](#).

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Reasonable accommodations are put in place to support children with disabilities to access school life.

The name of the Special Educational Needs and Disability Coordinator (SENDCo) is Mrs L. Alliband. Mrs Alliband can be contacted via email senco@haughton.staffs.sch.uk or a message can be left via the school office on 01785 780511.

Houghton St Giles Primary CE Academy is an inclusive school which ensures that all pupils achieve their potential, regardless of educational need or disability.

Roles and Responsibilities

The SENDCo

The SENDCo will:

Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;

Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;

Advise on the graduated approach to providing SEND support;

Advise on the deployment of resources to meet pupils' needs effectively;

Be the point of contact for external agencies, especially the local authority and its support services;

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;

Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;

Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor is Emma Burton

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings;

Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this;

Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The head teacher

The head teacher will:

Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;

Have overall responsibility for the provision and progress of learners with SEND.

Class teachers

Each class teacher is responsible for:

Planning and delivering an inclusive curriculum day to day catering for all pupils in their class whatever their special educational need or disability;

The progress and development of every pupil in their class;

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision at point of need and through regular Assess Plan Do Review meetings with the SENDCo.

Ensuring they follow this SEND policy.

What kinds of special educational need does Woodseaves cater for?

We cater for pupils who have needs within the four broad areas identified in the Code of Practice:

- **communication and interaction**
- **cognition and learning**
- **social, emotional and mental health difficulties**
- **sensory and/or physical need**

How do we identify children who may have special educational needs or disabilities?

Special educational needs are identified through the gathering of evidence relating to progress, attainment, learning behaviours, social interaction and ability to access the curriculum and school life in general. This evidence can be gathered via teachers, support staff, parents, assessments, pupils' recorded work and the pupils themselves..

The progress of all pupils is tracked and teachers and Senior Leaders quickly identify those not making expected progress. Initially pupils in this category receive additional target work to see if they are able to make accelerated progress.

If the target work does not have the desired outcome, following consultation between the teacher, SENDCo and parents, it may be agreed that the pupil is placed on the SEND Register.

An identification of disabilities, some specific learning difficulties and other underlying issues has to be made by other professionals, with school and parents contributing to the data and information. This includes identification of autism, ADHD, dyspraxia, dyslexia or emotional and mental health difficulties

In Reception, where appropriate, there will be liaison with agencies involved with the pupil and previous settings prior to admission. Where a pupil moves school mid primary phase, every effort will be made to obtain all information relevant to SEND so that provision can be put in place. Ideally, this information will be obtained prior to admission. Staff are alerted to provide immediate access and will receive a summary of need. It may be appropriate for some assessment to take place at the discretion of the teacher and the SENDCo.

How is the curriculum adapted to enable pupils with SEND to be fully included?

Teaching and learning activities are planned by teachers to meet the learning needs of all pupils, including those with SEND.

Teachers are responsible for the planning and delivery of provision for pupils with SEND. The vast majority of provision will take place through quality first teaching within the classroom. Any additional interventions are carefully planned so that pupils do not miss key learning in maths and English. Consideration is also taken to ensure that pupils do not miss learning in the wider curriculum on a regular basis or for a significant period of time. Interventions are to address gaps whilst pupils with SEND access age related teaching and learning designed to provide entry to age related skills alongside peers. Teachers are responsible for tracking and monitoring interventions and making appropriate adjustments to interventions, including bringing the intervention to a close. A whole school provision chart tracks additional interventions and accommodations.

Planning and delivery of all teaching and learning is monitored by Senior Leaders to ensure the curriculum is fully inclusive. The teacher may liaise with the SENDCo to develop provision or the SENDCo may review provision if pupils are not making appropriate progress. At least twice a year, Assess Plan Do Review takes place cooperatively between the class teacher and the SENDCo to ensure the graduated response is in place.

Pupils with a disability may have a Support Plan to ensure all necessary accommodations are in place to facilitate inclusion in school life. The Support Plan is reviewed annually or at point of need.

Pupils with SEND are included in all school trips. Any necessary adaptations or support are put in place to enable to pupil to benefit from these social and learning experience alongside their peers.

The environment of each classroom is adapted to meet the needs of the class. For example, memory aids may be available to pupils with poor working memory. In addition, teachers and/or learning support staff trained in particular areas of need may be deployed to a particular class.

A pupil with significant needs may be able to access further support via an Educational Health Care Plan. In this case, the areas of need are addressed via the provision detailed in the plan and reviewed annually.

Assessing and reviewing pupils' progress

School follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher works with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

Planning and Tracking Provision for a pupil with an EHCP

A pupil with an EHCP has a provision plan for each area of need. These plans are written using the EHCP milestone outcomes in view. Parents take part in setting new milestones for each area of need for pupils at Annual Reviews. Teachers and parents focus on what the pupil is able to do and has achieved as well as identifying new milestones. Consideration is given to a child's aspirations, both short term and long term including into adulthood.

Involvement with Outside Agencies

The school welcomes support from outside agencies and will share information with the permission of parents/carers. The SENDCo or other member of the senior leadership team makes a referral where required. The decision to involve an outside agency will take place in consultation with parents. The school will make their best endeavour to implement recommendations from outside agencies within the capacity of staffing, resources and the school environment. Robust records of outside agency involvement are kept.

School works closely with Social Care and Health Professionals as well as education based agencies such the Educational Psychology Service to develop a thorough understanding of needs to inform provision planning.

Staff Training and Expertise

Training for all staff is provided according to the needs of the school population.

Outside agencies may deliver training to all staff or training may be via the SENDCo. The Headteacher and SENDCo track the needs of the school population and plan training as appropriate.

A SENDS advisory teacher may provide direction for provision for pupils with special educational needs if the school request their input. Expertise from other outside agencies may also be accessed. The educational psychologist or occupational therapist may provide advice and recommendations for children with significant needs.

Support for improving emotional and social development and addressing mental health needs

We provide support for pupils to improve their emotional and social development through opportunities throughout the curriculum and school life.

We promote the development of healthy self-esteem through a celebratory approach to feedback in learning, including a weekly achievement assembly.

We have a zero tolerance approach to bullying.

Any pupil showing signs of emotional or social difficulties or mental distress are assessed using the Boxall Profile to identify and track level of need. All staff are responsible for supporting children with social emotional or mental health needs through providing a nurturing environment. Where appropriate support from outside agencies is sought.

Resources

The SEND profile of the school is monitored to ensure that appropriate resources are allocated to each class.

If a pupil has an EHCP, identified resources are allocated to that pupil. If a pupil requires specialist resources as identified by school or outside agencies, these are purchased for the pupil's use.

The profile of the school's SEND Register is monitored regularly to identify where adjustments to resources are needed. The Head teacher and other Senior Leaders make adjustments accordingly to how resources are deployed

Parent/Carer Involvement

Parents have regular opportunities to meet with teachers at Parents' Evenings and at point of need where appropriate. A meeting will be offered with the SENDCo at least once a year dependent on parents' wishes and needs of the pupil. Parents can also request a meeting with the SENDCo at any point during the school year if they so wish.

Parents' views and concerns will be taken into consideration and through discussion with staff will have a clear idea of their child's strengths and difficulties at school. Parents will be given support to help their child at home with areas of difficulty if they wish to do so.

The SENDCo is also available for contact via email at any time.

Involving pupils in planning their provision

A pupil's views and opinions about their school experience and provision is obtained both on a regular basis and at point of need in situations of change or challenge.

Pupils' views are gathered via child friendly pupil questionnaires delivered one to one so the child has the opportunity to share their views. For those pupils who are unable to express their views, the questionnaire incorporates the use of different 'faces' children can indicate or by observing their behaviour.

Pupils with significant needs will complete a one-page Pupil Profile with a member of staff and their parents/carers. This gives the pupil a voice to express their likes and dislikes, worries, aspirations and how they like to be helped at school whatever their skills in communication. In the case where a request for an assessment for an EHCP is undertaken, this one-page profile will form part of communicating the pupil's views within the request. These views are taken into account when planning provision.

If a child has an EHCP they will be invited to the annual review meeting. The length of time spent at the meeting will vary according to the age and needs of the pupil. The pupils will have the opportunity to share aspirations and take part in discussions about how the pupil's needs can be best met. The pupil will be prepared for the meeting in advance to ensure they are able to give their views fully.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our year 5 6 residential trip

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND.

Transition

All stages of transition are managed for the benefit of pupils' continuous care and education.

Transition within school to the next year group is managed by staff to ensure pupils' provision is continuous. Teachers pass on information informally to the new teacher and information and special educational needs or disability history is available to the new teacher via each pupil's individual folder. Staff have access to the whole school provision chart which is historic and current. This enables the current teacher to know what support has been in place already and over what period.

The school liaises with early years' settings, other primary schools and the pupil's future secondary school whenever a pupil is transferring schools, ensuring all relevant information is either obtained or passed on. Pupils with an EHCP have a transition meeting to plan for secondary school in year 5. School will work with secondary schools who offer enhanced transition when this would be beneficial to a pupil.

Year 6 teachers liaise with staff from the new high school to pass information. Primary files are copied and passed on with a covering letter from the SENDCo.

If a pupil moves school before year 6, their special educational needs file is copied and sent to the new school within ten working days. The SENDCo retains a copy in the school archive.

How do I make a complaint?

In the first instance, complaints about matters relating to SEND should be made either to the SENDCo or to the Head teacher, in person, by email or in writing. Every effort will be made to resolve any issues at this point.

If you wish to pursue a complaint further, you should contact the Chair of Governors via school office by email office@haughton.staffs.sch.uk or by letter.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

The local authority local offer

Our local authority's local offer (Staffordshire Connects) is published here:

[Local Offer:](#)

Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and head teacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Review of this SEND Policy and Information Report to be undertaken January 2021