



SEND and Inclusion Policy

Date of issue:	Next review date:	Date ratified by Governing Body:	
Feb 2024	Feb 2025	29.02.2024	
	Print name	Signature	Date
Head of School	Leanne Ruddock	<i>L Ruddock</i>	29.02.2024
Executive Head	Kirsty Hutchinson	<i>KH</i>	29.02.2024
On behalf of Governing Body	Jenni Mayo		29.02.2024

Last reviewed: N/A

To be reviewed: Annually

Written by: SENDCo and MAT network

Introduction

Our aim is to provide a broad and balanced curriculum for all children, who at any time might have an episode of need with regard to their academic, emotional or physical abilities.

Children have a special educational need or disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability that prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age, in schools within the area of the local education authority.

A child has a disability if they:

- a) Have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Equality statement

At Harden Primary, all learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have special educational needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for in line with the graduated approach and the assess, plan, do, review cycle;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

Critical success factors

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- We identify and assess pupils with learning difficulties at an early stage, determine and make appropriate provision.
- Appropriate in-class and/or broader support are made available to pupils with special needs.
- The views and wishes of the child will be sought.

- All teachers, parent/carers and all others involved with SEND pupils work together to ensure all are well informed as to their requirements and progress.
- Professionals and parent/carers work in partnership, taking all views and opinions into account.
- We liaise with all external support agencies, implementing appropriate programmes.
- Provision and progress is monitored and reviewed regularly.

All information pertaining to individual pupils will remain confidential, being shared only by those adults involved with the child's progress.

Roles and Responsibilities

SENDCo: Hannah Bott

SEND Governor: Rachel Palmer

The Local Advisory Board will, in co-operation with the Head of School:

- Determine the school's general policy and approach to provision for children with SEND;
- Establish the appropriate staffing and funding arrangements;
- Maintain a general oversight of the school's work;
- Ensure that the needs of the SEND children are made known to all who are likely to teach them;
- Ensure that a pupil with special educational needs joins in all activities of the school so far as it is reasonably practical and compatible. Ensure the pupil receives the appropriate special educational provision their learning needs call for along with the efficient use of resources;
- Nominate a named governor for SEND (see above).

The Local Advisory Board will monitor the school's work on behalf of children with special educational needs.

Head of School

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. They will keep the Local Advisory Board fully informed and, at the same time, work closely with the SEND co-ordinator.

Special Educational Needs Co-ordinator

The SENDCo will work closely with the Head of School, senior management, parents, the child's teachers and other professionals to help determine the strategic development of the SEND policy and provision within the whole context of the school improvement plan. They have responsibility for the day-to-day operation of the school's SEND policy and coordinates the provision for SEND pupils. The SENDCo will ensure that relevant information and data about individual children with SEND is collected, recorded and updated.

Class teachers

All class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas;
- Identifying children with SEND;
- Use co-production strategies to liaise with parent/carers about the child's progress, and next steps using the assess, plan, do and review cycle
- Informing colleagues and those concerned with the child of any information imparted by parent/carers/ pertaining to the child's progress;
- Liaising with the SENDCo, Teaching Assistants (TAs), pupils, parent/carers and external agencies in writing Personal Learning Plans (PLPs). See Appendix 1:

- Recording the type and frequency of all additional provision and intervention for all pupils, including those with SEND, on their class Provision Map. See Appendix 2;
- Liaising with the pastoral team to support pupils in their class;
- Allocating TA time, if appropriate, from normal classroom provision to provide for children with SEND in their class.

Teaching Assistants

TAs have responsibility for:

- Assisting the class teacher in the implementation of targets using Personal Learning Plans (PLPs) and programmes from external professionals.
- Keeping records of interventions to inform review meetings and target setting in the future.

Parent/carers

Partnership between school and parent/carers is important in enabling children with SEND to achieve. Parent/carers hold key information and have a critical role to play in their child's education. Harden uses co-production strategies to ensure a balanced approach to a child's development.

If a parent/carer has a concern about their child's progress, they should speak to their child's key adult or class teacher. The school will also speak to the parent/carers if they have any concerns, so as to identify any intervention or programme of action that may be required. The school will signpost parent/carers to information about their child's entitlement within the SEND framework and where to access information, advice and support. The staff will focus on a child's strengths. The school will encourage sharing of parent/carers expertise and knowledge of their child and their special educational need or disability.

Statutory assessment – Parent/carers will be fully involved in the discussion leading up to any decision to request a statutory assessment. When this is proposed, parent/carers will be given comprehensive information on the process and supported and included in the application of an Education Health Care Needs Assessment (EHCNA).

LEA

The LEA has responsibility to:

- Delegate appropriate additional funds to enable school to meet SEND provision
- Administer formal assessment procedures
- Arrange for the parent/carers of any child in their area with SEND to be provided with advice and information about matters relating to those needs.
- Take appropriate steps to make parent/carer partnership services known to parent/carers, Head teachers, schools and others they consider appropriate.

Pupils

Children at Harden Primary School should feel confident that they will be listened to and their views valued. Our prospectus, home-school agreement, and behaviour policy ensure that pupils and parent/carers understand their rights and responsibilities with regard to the school. Pupils with SEND will, where possible, participate in the decision making processes that occur in their education, including the setting of learning targets, contributing to PLPs and contributing to their annual reviews. However, the SEND Code of Practice recognises the need to maintain a balance between giving a child a voice and encouraging them to make decisions and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support.

All children at Harden Primary School are involved in making decisions from the start of their education. The ways they are encouraged to participate will reflect the child's evolving maturity. From an early age a child with SEND will be actively involved at an appropriate level in discussions about their PLP, including target setting so that their achievements can be noted and celebrated, as well as any difficulties clarified and addressed. They will be encouraged to share in the recording process and in monitoring and evaluating their own performance.

Pupils with an EHCP will have their views sought and recorded as part of the statutory annual review process, and if appropriate, will be invited to join the meeting.

Outside Agencies

Harden Primary School works in co-operation with outside agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist learning support services and other providers. The school aims to work with these agencies to provide an integrated service. Termly Review Meetings (where appropriate) provide a forum for school staff, parents/carers and other agencies to co-ordinate their support for individual pupils with SEND.

Training and Staff Development

The training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND.

Admission Arrangements

Our admission policy does not discriminate against any pupils with special needs or others who are at risk from social exclusion. We liaise with outside agencies, e.g. Area Health Authority to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be made.

Provision for children with SEND

The SEND Code of Practice (2014) sets out a model of action and intervention. The code recommends that when a child is identified as having SEND, the school should intervene. A graduated approach is used to support children dependent on the child's learning needs. See Appendices 3 & 4 for Bradford Council's graduated approach to SEND support.

Triggers for Intervention at 'Below Age-related Expectations'

- Evidence that a child is performing below age-related expectations or has made little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent SEMH needs which are not supported by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers for Intervention at 'SEND Support'

Evidence to show that, despite an individualised programme and/or support, the pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.

- Continues to have difficulty in developing literacy and numeracy skills.
- Has educational and behavioural needs which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service.
- Has on-going communication and/or interaction difficulties, which impede the development of social relationships and cause substantial barriers to learning.

Triggers for Statutory Assessment – Education, Health Care Needs Assessment (EHCNA)

Statutory assessment will be requested by the school where a child has demonstrated significant causes for concern. This is usually after strategies have been in place and programmes implemented without success. Parent/carers are fully involved in discussions leading up to the school's decision to request statutory assessment.

SEND children will be integrated into the mainstream classroom with the support of the SENDCo and, where appropriate, with assistance from the pastoral team or TAs.

Children with SEND will receive, according to their needs, support in some or all of the following ways:

- i) In class support by the class teacher, working in small groups or individually according to their needs, being provided with a differentiated curriculum;
- ii) Small group or individual work, with the SENDCo or teaching assistants, following an individual programme of work. This could take place in or out of the classroom setting.
- iii) When appropriate, children will work with external specialist staff.

Personal Learning Plans (PLPs) will be written for children who are placed at the 'Below Age-Related Expectations' category on the SEND register. These will record what is additional and different from the year group's differentiated curriculum plans. The PLP will focus on 3 or 4 individual specific, measurable, achievable, relevant targets (SMART). This PLP will be discussed with the child, and parent who will be invited to contribute towards the target setting discussion. A final copy of the PLP will be sent to parent/carers following this meeting which might be face to face or on the phone. This will be reviewed at least termly.

Transition

When children move schools at the end of Key Stage Two or at any other time, the school will transfer records. Harden Primary School has close links with local secondary schools. The SENDCos from local secondary schools, who receive our pupils, visit school in the summer term of Year 6 to discuss the SEND children and attend any annual review meetings when appropriate. Transitions between year groups will be managed according to the children individual needs and facilitated by the SENDCo. All SEND records will transfer to the high school ensuring continuity of support and provision.

Monitoring and Evaluation

The monitoring and evaluation for SEND provision is conducted as part of the school systems and structures for monitoring the quality of classroom provision and continuity and progression of the curriculum.

Success Criteria

The success criteria for the SEND policy are:

- Children are correctly identified at different stages as outlined in the Code of Practice.
- A register is maintained of children with SEND with stages identified.
- A record is kept of all relevant documentation relating to each child on the register.
- Children with an episode of need are identified and monitored.

- PLPs are drawn up and implemented for children who fall into the SEND category of 'Below Age-Related Expectations', 'School Support' or children with EHCPs according to Bradford's Matrix of Need. These may be written with the support of external professionals.
- All children on the SEND register are making progress and achieving.
- All children on the SEND register are receiving the correct support.
- Children are meeting targets drawn up in their PLP.
- Early school-based intervention and good deployment of resources result in fewer children moving to the 'School Support' stage.
- A record is kept of meetings with parent/carers and outside agencies on CPOMS.
- School has used the full allocation of visits from Learning Support Services.
- Where outside agencies have been involved, reports have been received.