



Harden Primary School

SEND and Inclusion Policy 2022

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	Print name	Signature	Date
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On behalf of Governing Body	Jenni Mayo		

Statement of Intent

At Harden, our aim is to provide a broad and balanced curriculum for all children, who at any time might have an episode of need, as we wholeheartedly believe there should be no limits on learning. We aim to provide a caring and inclusive environment to ensure both personal and academic needs of our pupils are developed. We will achieve this by ensuring every child has access to the highest quality teaching which addresses and meets their needs and leads to outstanding progress. We will work collaboratively with parents and carers to foster a partnership that ensures the best outcomes for our children.

This policy outlines the framework for Harden Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Harden Primary School therefore intends to work with Bradford Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Definitions

The law states that a child has a special educational need if he / she has a:

- (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'

Areas of special educational need Harden Primary will make provision for pupils with the following four kinds of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and / or physical

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.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also consider statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children

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

At Harden Primary School we have a designated SENDCO and a designated SEND Governor.

The governing body has a responsibility to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan and Maintain a general oversight of the school's work
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND
- Designate an appropriate member of staff, SENCO, as having responsibility for coordinating provision for pupils with SEND
- Appoint a designated teacher for 'looked after' children where appropriate
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised
- 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
- Establish the appropriate staffing and funding arrangements;
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- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access

Head teacher

The Head teacher 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 governing body fully informed and, at the same time, work closely with the SEND co-ordinator.

Special Educational Needs Co-ordinator

- Be a qualified teacher
- Attain the National Award in Special Educational Needs Coordination within three years of appointment
- Collaborate with the governing body and School Leader, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school Governors and the School Leader to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans
- Liaise with the relevant designated teacher where a looked after child (LAC) has SEND
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with the parents of pupils with SEND
- Liaise with Early Year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned

- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND
- Ensure that the school keeps the records of all pupils with SEND up-to-date
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan

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 and sharing their concerns with the designated SENDCO;
- 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, Learning Support Assistants (LSAs), pupils, parent/carers and external agencies in writing individual provision maps; (IEPs);
- Liaising with the SEND team to support pupils in their class;
- Allocating LSA time, if appropriate, from normal classroom provision to provide for children with SEND in their class.
- Identify children who may have SEND in their class if this has not been identified before using the 'Early Identification Flowchart'
- Identify the area and range of need of children in their class using provided guidance and support from SENDCO where necessary
- Assess, plan, do and review support for their pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious but SMART (Specific, measurable, achievable, realistic/ relevant and time limited)
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving

Learning Support Assistants

LSAs have responsibility for:

- Assisting the class teacher in the implementation of targets using Individual provision maps; (IEPs) and programmes from external professionals.

Involving parent/carers and involved in decision

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. At Harden we believe effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not an SEND label
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child or young person's strengths and capacities
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future
- Tailor support to the needs of the individual
- Bring together relevant professionals to discuss and agree together the overall approach

If a parent/carer has a concern about their child's progress, they should speak to their child's 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.

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 Assessment EHCA.

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.

Harden Primary will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
 - Prevention
 - Early identification / recognition
 - How pupils and their families will be able to access services
 - How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE)
 - How provision and support services will enable pupils to prepare for their future adult life

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.

Funding

- Harden Primary School will allocate the appropriate amount of core funding and notional SEND budget per-pupil as outlined in the local offer for the SEND provision of its pupils
- Personal budgets are allocated from the local authority's high needs funding block and Harden will continue to make SEND provision from its own budgets, even if a pupil has an Education Healthcare plan

Local offer

- Harden Primary will cooperate generally with the local authority and local partners in the development and review of the local offer

Identification

To identify pupils with SEND, Harden Primary will:

- Assess each pupil's current skills and levels of attainment on entry
- Make regular assessments of all pupils to ensure that the intervention:
 - Ensures that the child's progress is similar to that of their peers starting from the same baseline
 - Matches or betters the child's previous rate of progress
 - Closes the attainment gap between the child and their peers
 - Prevents the attainment gap growing wider
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness

Provision for children with SEND

The SEND Code of Practice (Jan 2015) 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.

Once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear assessment of the pupil's needs
- Planning with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implementing the interventions, with support of the SENCO
- Reviewing the effectiveness of the interventions and making any necessary revisions

The interventions can be implemented through Quality First Teaching at Range 1

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by 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 Range 2 – SEND Support

- Evidence that a child 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 BESD 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 Range 3 – 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 at Range 4 – Education, Health Care Assessment (EHCA)

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 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.

Individual provision maps (IEPs) will be written for children on the SEND register. These will record what is additional and different from the year group's differentiated curriculum plans. The IEP will focus on 3 or 4 individual specific, measurable, achievable, relevant targets (SMART). This IEP will be discussed with the child and parent, a copy will be sent to parent/carers, and will be reviewed termly.

SEN and Disability Tribunal

At Harden Primary we will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Transition

When children move schools at the end of KS2 or at any other time the school will transfer records. Harden Primary School has close links with local secondary schools. The SENDCO from the majority of 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 SEND team. Bespoke provision will offered to those children and families who deem it necessary.

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.

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.

Data and record keeping

Harden Primary will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND → Record details of additional or different SEND provision on a provision map

Confidentiality

Harden Primary will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and local authorities

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.
- IEPs are drawn up and implemented at *Range 2+*. *These may be conducted with 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 IEP.
- Early school based intervention and good deployment of resources result in fewer children moving to *Range 3+*.
- A record is kept of meetings with parent/carers and outside agencies.
- School has used the full allocation of visits from Learning Support Services.
- Where outside agencies have been involved, reports have been received.