



# SEND Policy

<b>Approved by:</b>	The LGB		
<b>Responsible department:</b>	Leadership team		
<b>Last review date:</b>	April 2024	<b>Last reviewed by:</b>	AJM & ST
<b>Last updated:</b>	April 2024	<b>Last updated by:</b>	AJM & ST
<b>Next review due:</b>			

Welcome to our SEN information report. All schools are supported by the Local Authority to ensure that all pupils, regardless of their special needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Need/s being met in a mainstream school wherever possible.

In this report 'special educational needs' (SEN) refers to learning, communication, emotional or social difficulties that require special educational provision.

### **What is the school SEN information report?**

All schools must publish an SEN information report to define how the school SEND policy is used in school and how help and support is provided for children with SEND.

### **What kinds of SEN do we provide for?**

The SEN Code of Practice (2015) identifies four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

### **Who are the best people to talk to in school about my child's difficulties with learning, Special Educational Needs or disability?**

#### **Class Teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need.
- Consulting with SENCO when appropriate.
- Ensuring all staff working with your child are given planned and differentiated work to deliver to children.
- Ensuring that the school's SEND Policy is followed in their classroom and for all pupils they teach with SEND.
- Writing Provision Maps/Individual Education Plans (IEP), sharing and discussing these with parents each term.

#### **Special Educational Needs Co-ordinator (SENCo)**

Responsible for:

- Co-ordinating all support and provision for children with special educational needs or disabilities and developing the school's SEND policy.
- Liaising with outside agencies such as Educational Psychologist, Speech and Language Therapy.
- Updating the school's SEND register and ensuring adequate records are kept detailing support that each child is receiving.
- Supporting class teachers to write and deliver My Support Plan long term and short-term outcomes.

#### **Headteacher**

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensure the Governing Body is kept up to date about any issues in the school relating to SEND.

## **How does school identify pupils with Special Educational Needs and Disabilities?**

The class teacher, supported by the senior leadership team and SENCo are responsible for identifying pupils with SEN.

The progress of all pupils is assessed and monitored regularly so that pupil's making 'less than expected progress' for their age and individual circumstances can be identified.

Such progress can be characterised as:

- Progress being significantly slower than that of their peers starting from the same baseline.
- Failing to match or better their previous rate of progress.
- Failing to close the attainment gap between them and their peers.
- Can include progress in other areas, such as in wider development or communication and social needs.

Class teachers, the head teacher and the SENCo have termly pupil progress meetings to discuss the progress of all pupils.

Children may need to be placed on the SEN register, if they require additional support such as:

- A special individual learning programme
- To work in a smaller group
- SEMH interventions and strategies
- Help and support to take part in class activities
- 1:1 interventions
- Help communicating and socialising with other children
- Extra encouragement in their learning
- Emotional support
- Support with physical or personal care
- School works with specialist services who provide expertise in finding out the type and range of pupils needs.

## **What is the graduated approach?**

### **ASSESS – PLAN – DO – REVIEW – CYCLE**

Where it is determined that a pupil does have SEN, parents will be formally advised of this, and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

1. Assess
2. Plan
3. Do
4. Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

In identifying a child as needing SEN support, school staff will work alongside the SENCO and the child's parents and will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies. Where professionals are not already working with our school, the SENCO will contact them, with the parents' agreement.

### **Plan**

Where it is decided to provide SEN support and having formally notified the parents, the class teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These plans will where possible take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child. Any related staff development needs will, where reasonable and available, be identified and addressed. Everyday teacher judgements and formative assessments will also be used to plan and provide an insight into a child's potential SEN needs. If these concerns continue then a child is discussed with the SENCO.

Once a child has been identified and if they make minimal progress whilst being monitored on a provision map, then another discussion with the parents will take place.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date set. The impact and quality of the support will be evaluated by the class teacher and the SENCO working with the child's parents and taking into account the child's views where possible. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and should be involved in planning next steps.

### **How does school manage pupils' needs on the SEN register- a graduated response?**

The changes within the SEND Code of Practice identify a single category of SEND SUPPORT. Within this category there is the graduated response approach at school which is identified as waves of intervention:

Wave 1: Access to quality first teaching

Wave 2: An Individual Education Plan will be created which identifies initial concerns and the pupil is closely monitored, with interventions.

Wave 3: If little progress is made at Wave 2, after discussion with the parent, the child may be placed on a My Support Plan; this will be created, allowing for long term and short-term targets to be made.

### **What are the different types of support available for children with SEND?**

## Class Teacher Input – Inclusive High-Quality Teaching

For your child this means:

- Every class teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is based in building on what your child already knows, can do and can understand
- Different ways of teaching are in place including practical or visual support or extra adult input to support learning
- Individual or group specific strategies are in place to support your child to learn
- Regular and careful assessment of your child's progress

### **SEND Support Level**

Specific group work with an adult and smaller group of children

- This may take place in the classroom or outside the classroom
- May be learning linked to lesson led by class teacher with differentiated work provided for
- Intervention groups led by a teaching assistant
- Interventions linked to targets on your child's Provision Map, Individual Education Plan (IEP) or My Support Plan

### **Involvement from outside agencies**

This means a child has been identified by the class teacher/SENCo as needing extra specialist support from professionals outside school.

This may be from:

- CCI (Complex Communication and Interaction) Team
- Speech and Language Therapy (SALT)
- Occupational Health or Physiotherapy Services
- ChEWS (Children Emotional Wellbeing Service)
- SEMH Specialist Outreach Provision
- Cognition and Learning Specialist Outreach Provision

The specialist provision may work with your child or adults supporting your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class
- Support to set targets which include their specific expertise for a child's My Support Plan
- Training for school staff to run group or individual support/ interventions

School will inform parents of agreed individual support and how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning and will often require a referral being made by the SENCo to receive support from outside agencies.

### **Specific Individual Support**

**This is usually provided via an Education, Health Care Plan (EHCP)**

This means your child will have been identified by the class teacher/SENCo as needing particularly high level of individualised or small group teaching, which cannot be provided from the budget available to the school.

Usually, your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child within an Education and Health Care Plan. (EHCP)
- After school have sent in the request the Local Authority will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a
- statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEN support level.
- The Local Authority will then decide if your child's needs are severe and complex that they need additional funded support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support.
- The EHCP will outline the additional support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will have long term and short-term goals.

### **How can I let school know I am concerned about my child's progress in school?**

If you have any concerns regarding your child's progress you should speak to your child's class teacher.

If you have further concerns that your child is still not making progress you should speak to Miss Lisa Higginson (SENCo). Contact: 01484 842154 and an appointment can be made to discuss your child's needs.

### **How will school let me know if they have any concerns about my child's learning in school?**

Termly Parent Evenings and Annual Reports give all parents and carers feedback on your child's academic levels in reading, writing and maths and any behavioural, emotional and social difficulties.

If your child is making 'less than expected progress' the school will discuss this with you in more detail.

This also may include:

- Planning additional support your child may require
- Plan and write an Individual Education Plan (IEP) with specific targets for your child to support their progress.
- Plan and write a My Support Plan with long term and short term outcomes for your child to support their progress.
- Discuss with you any referrals to outside agencies to support your child's learning.

### **How is extra support allocated to children and how do they move between the different levels?**

- The school budget includes money for supporting children with SEND.
- The headteacher decides on the allocation of the budget for Special Educational Needs and Disabilities in consultation with the school governors.

- The headteacher and SENCo discuss all information they have about SEND in the school and decide what resources/ training and support is needed.

If a pupil meets the criteria for special educational needs or disabilities, an Individual Education Plan (IEP) or My Support Plan will be created detailing the exact support the child will receive.

### **Who are the other people providing services to children with SEN in school?**

- Educational Psychologist
- Complex Communication and Interaction Team (CCI)
- Speech and Language Therapy Service (SALT)
- Children Emotional Wellbeing Service (ChEWS)
- The Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- SEMH Specialist Outreach Provision
- Cognition and Learning Specialist Outreach Provision
- Sensory Occupational Therapy
- Visual and Hearing Impairment Team
- Physical Impairment Team

### **How are teachers in school supported to work with children with SEND and what training do they have?**

- The SENCo supports the class teacher to plan and provide provision for children with SEND.
- Individual teachers and support staff may attend training courses in and out of school run by outside agencies that are relevant to the needs of specific children.
- Curriculum leads may provide support and advice on how to differentiate appropriately for less able children.

### **How will the teaching be adapted for my child with SEND?**

- Planning and teaching is adapted on a daily basis to meet the needs of children's learning needs. All planning is differentiated to meet the needs of the children in the class.
- Specific resources and strategies are used to support children individually and in groups.
- Provision Maps, Individual Education Plans (IEPs) and Intervention Groups will be used alongside planning to ensure a child with SEND needs are met.
- Support Staff will support children in and out of the classroom and enable them to access the curriculum.
- In some instances children may follow individualised planning and teaching which may be based on outcomes on the child's My Support Plan.
- SEND pupils will have access to the same curricular opportunities as all other children with support available where necessary.

### **How will we measure the progress of your child in school?**

- Children's progress is regularly monitored by the class teacher and children's individual progress is reviewed formally each term in reading, writing and maths.
- Termly pupil progress meetings take place with the Class Teacher, Head Teacher and SENCo.



- SEND children receiving additional interventions and support are identified on a Provision Map, an Individual Education Plan (IEP) or My Support Plan which are reviewed every term and a plan for the next term is made.
- Children with an EHCP are formally reviewed yearly, at an Annual Review with all adults involved in the child's education.

### **What support is there for my child's overall well-being?**

- All children at school are supported with their social and emotional development throughout the school day, through curriculum and extra- curricular activities.
- Personal, Social and Health Education is integral to our curriculum and is also taught explicitly.
- Additional well-being support from trained staff is arranged as needed for individual pupils both in and out of the classroom.
- Our behaviour policy which includes guidance and expectations is followed by all staff.
- Attendance is regularly monitored, support for pupils returning to school after absence and we take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by care plans where necessary.

### **How do we support children with Social Emotional Mental Health Needs?**

We aim to build the strong emotional foundations that all children need in order to thrive and be mentally healthy: developing the essential life skills that promote children's ability to cope, resolve conflict, and manage their thoughts, feelings, behaviour and their friendships.

Supporting children emotionally happens through Inclusive High-Quality First Teaching in the classroom to ensure children learn to:

- identify and manage their feelings and their behaviour
- manage relationships
- handle and overcome difficulties
- make good decisions
- build resilience
- think positively about themselves and how they perceive the world around them.

Our Learning Mentor supports children in school identified and works with children to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and sometimes small group work.

In school they support children to develop coping strategies, enhance motivation and raise their aspirations and encourage them to re-engage in learning. To work effectively, our learning mentor takes into account the range of complex issues that usually lay behind problems with learning and achievement (e.g. Bereavement, lack of confidence/low self-esteem, low aspiration, mental health issues, relationship difficulties, bullying, family issues/concerns).

Teaching assistants each have a child to support through morning check in's each day, well-being assemblies and the support from family support workers.

### **How do we support pupils at school with medical conditions?**

At school we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.



\*Our Medical Needs Policy is on the school website for more information.

### **How is school accessible for children with SEND?**

We have an accessibility plan in place and where possible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to the Equality Act 2010 and the Children and Families Act 2014.

The Local Authority is responsible for the control of admissions for children with SEND.

### **What are the admissions arrangements for disabled pupils?**

The headteacher is responsible for implementing admission arrangements in line with the Local Authority arrangements. At school, we acknowledge full responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. The school's admission policy adheres to current legislation. Consultations for any pupils with an EHCP are made through the EHCP Hub, and the SENCo.

School follows the policy laid down by the Local Authority.

We are always pleased to meet new parents in person and show them around. Please telephone the school to make arrangements, or write or call in – ask for Miss Higginson our SENCO who will be happy to meet with you in the first instance so that we can do everything reasonably possible to meet your child's specific needs. We can also advise you on the application process if needed.

However, please be aware that all admissions are coordinated through the Local Authority. As far as possible, Kirklees' Admissions Team will try to meet parental preferences for schools but it is not always possible to do so. Places in schools are limited by the physical space in the school.

### **What are the arrangements for the admission of pupils with disabilities?**

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

### **What facilities do we provide to help disabled pupils to access the school?**

At differing points in time, it may be that we need to consult fully with the Local Authority, health professionals, families and children to ensure that all necessary adaptations are made, so that any disabled child can have full access to the school and can participate fully in the school curriculum including extra-curricular activities.

The headteacher and SENCo, would be instrumental in such collaborative work.

### **What adaptations/facilities are currently in place?**

- Doorways of sufficient width
- Appropriate disabled toilet facilities
- Disabled parking in main car park
- Carpeted classrooms to aid hearing impaired children
- Ramp at main entrance

### **How will we support your child's transition to new schools? Or when moving to another class?**

We recognise that transitions can be difficult all children and take steps to ensure that any transition is planned and supported for every child.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that can be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and in most cases a transition meeting between both class teachers will take place.
- All documents will be shared with new class teacher.

In Year 6:

- The Year 6 class teacher, SENCo and High School SENCo will meet and discuss and share information about SEND children.
- Your child will have the opportunity to visit the school and where possible your child may visit their new school on a separate occasion or additional transition opportunities.
- All details and documents will be passed onto the new school, along with the details of support that has been in place at our school.
- Information about any outside agencies involved with your child will be passed on, with SEND paperwork.

### **What support do we have for you as a parent of a child with SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. The class teacher will share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet and discuss your child's progress or any concerns you may have.
- All information from outside agencies will be discussed with you and the professional involved or where this is not possible, in a report.
- The Kirklees Local Offer brings together in one place information about the help and services (health, education and social care) in Kirklees for children and young people with SEND and their families. For more information please visit: <https://www.kirkleeslocaloffer.org.uk/>

This report is written in association with and should be read in conjunction with other relevant documents including:

- SEND Policy
- Accessibility Plan
- Equal Opportunities Policy
- Transition Policy
- Medical Needs Policy
- The LA Guidance – ‘Children & Young People with SEN; Guidance -  
<https://www.kirklees.gov.uk/beta/special-education/pdf/sen-guidance-school-based-support.pdf>