

HURST GREEN PRIMARY SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff	√		
Lunchtime Supervisors		√	
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Improvement Committee To be approved by Full Governors
Review frequency	Annually
Previous version agreed	16 October 2017; 21 October 2019; 2 November 2020; 18 October 2021, 17 October 2022; 9 October 2023
This version agreed	19 February 2024 (staff changes only)
Next review date	Autumn 2024
Statutory policy	Yes

Special Educational Needs and Disabilities (SEND) Policy

Key people:

Acting Head Teacher: Mrs. N. Webb

SENDCO: Mrs. K. Karadia

School Governor with SEND responsibility: Mrs. G. Withers

Designated Teacher with Specific Safeguarding Responsibility: Mrs. N. Webb

Designated teacher for Looked after Children: Mrs. N. Webb

All teaching and support staff

1. Aims

At Hurst Green Primary School, we recognise that every child is an individual with particular educational needs and abilities. We aim to identify and break down any barriers to learning in order that every child is able to access the curriculum and to fulfil their potential.

Our SEND Policy sets out how Hurst Green Primary School will support and make provision for pupils with special educational needs.

This policy should be read alongside our SEND Information Report.

2. Legislation and guidance

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 and disabilities

[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

3. Definitions

The SEND Code of Practice (2015) states:

A child or young person has special educational needs if she or he has a learning or difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010- that is ...'**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**' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The SEND Code of Practice (2015) clarifies:

The disability definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Children with SEND may have needs in one or more of the following areas:

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

At Hurst Green, we recognize that each SEND child is a unique individual and work to provide a child centered approach, recognizing and celebrating each child's strengths and achievements as well as supporting each child in the best way for their specific needs.

4. Roles and Responsibilities

Special Needs at Hurst Green Primary school is coordinated by the SENDCO and supported by the SENDCO assistant.

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Support the SENDCO in her day-to-day work where appropriate.
- Ensure the SENDCO receives appropriate CPD

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Keep the Governing body fully informed

The SENDCO:

- Work with the headteacher 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 staff on the graduated approach to providing SEND support and provide appropriate CPD to staff.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education 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 and kept on file for the required period of time
- To direct the admin team to support her in completing necessary assessments and relevant paperwork in a timely manner.

The Assistant Headteachers:

- Advise and liaise with colleagues re the SEND pupils in their Phase.
- Monitor the progress of pupils through progress meetings
- Liaise with the SENDCO.
- Advise classes teachers re support for children at stage 1 and 2 of the universal approach to SEND.

Class teachers

Each class teacher is responsible for:

- 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

- Ensuring they follow this SEND policy
- Providing Teaching Assistants with direction re supporting pupils

5. Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Dudley policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment.

“Whilst LA’s and schools can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child – or give the child a lower priority than other applicants – simply because the school considers that it cannot cater for his or her special educational needs.” *Circular 6.94 (para.34)*

6. Sources of external agency support in Hurst Green School are:

- Learning Support Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physical and Medical Inclusion Service
- Sycamore Outreach Service
- Hearing impairment Service
- Visual Impairment Service
- Autism Outreach Service

and

- Play Therapy (which is now offered in house through the graduated response to Mental Well-being)

7. Liaison with External Agencies

Regular contact is established and developed with all the above agencies. The SENDCO co-ordinates the liaison, contact and support times of external staff to ensure the work of these agencies is efficient, effective and provides the most benefit to the pupils and staff in the school.

The SENDCO frequently shares advice provided for specific children to all staff and Hurst Green endeavours to continually expand their universal offer to support as many children as possible with all areas of their learning.

8. Partnership with Parents

All staff will actively work with parents of pupils with Special Educational Needs to enable and empower them to:

- Understand the Special Educational Needs framework
- Be fully informed of the school-based response to their child's Special Educational Needs
- Have knowledge of their child's entitlement within the Special Educational Needs framework
- Make their views known
- Have access to information, advice and support
- Recognise and fulfil their responsibilities

Parents must always be informed when a teacher first identifies that a child has Special Educational Needs.

We endeavor to communicate positively with parents by:

- Using parental knowledge
- Focusing on the child's strengths as well as areas of weakness
- Recognising the personal and emotional investment of parents
- Ensuring parents understand the procedures
- Respecting differing perspectives and seek constructive ways of reconciling different viewpoints
- Respecting the differing needs parents themselves may have
- Recognising the need for flexibility in the timing and structure of meetings.

We will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.

9. Supporting children with Medical Conditions

As a school we recognise that children with medical conditions should be fully 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. Children with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with either the child's consultants or the school nurse and if appropriate, the child themselves.

All medicine procedures adhere to the LA policy and Department of Education (DFE) guidelines included within *Supporting pupils at school with medical conditions* (DFE) 2015.

Some children may also have SEND and may have an EHCP which brings together Health and Social Care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

See also our Supporting Children with Medical Conditions Policy and our Accessibility Statement.

10. Pupil Support

Hurst Green takes its responsibility for the welfare of the whole child very seriously.

Emotional checks ins are a key part of teachers and teaching assistants' days and pupils know that there is always someone they can talk to. The graduated response to SEND works in parallel to the graduated response to Mental Health - See also our Mental Health Policy.

The school takes many steps to make sure that vulnerable learners are not at risk of bullying. For further information, see the Behaviour and Anti- Bullying policy.

11. Training and Resources

The SENDCO and staff keep up-to-date with new developments in special educational needs by:

- Reading relevant Special Educational Needs literature
- Regular access to Special Educational Needs web sites (e.g. NASEN)
- Attendance at Dudley SENDCO Forum
- Attendance on short courses –
- Advice from external agencies
- Accredited training where scheduled

As a school we recognise the need to train all staff on SEND issues and there is funding available to support this professional development. Senior Leadership ensures that training opportunities are matched to school development priorities.

12. Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to the local Early Years settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCO and by classroom buddies to ensure their smooth transition.

The annual review in Year 5 for children with an EHCP (Education Health Care Plan) begins the process where parents are supported to make decisions regarding secondary school choice.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from secondary schools usually visit us and all SEND information is transferred. For pupils with an EHC Plan, a transition review will be included in the annual review in Year 5 or early in Year 6. This review aims to give clear recommendations as to the type of provision the child will require in future years. The child's EHCP can then be amended appropriately.

13. School Trips and out of school Activities

Risk assessments are carried out and procedures are put into place to enable all children to participate in all school activities.

As a school we ensure that there is sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

14. Accessibility

The school complies with all the relevant accessibility requirements. Please see the school Accessibility plan.

15. Complaints Procedures

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents.

Parents are encouraged to discuss concerns with the teacher in the first instance and this will be raised with the SENDCO where appropriate. If the difficulty cannot be resolved then the Head Teacher will then become involved. Parents can also approach the School Governor with responsibility for SEND - Mrs G. Withers. She can be contacted via the school office.

Parents can also contact Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) formerly Parent Partnership. The nearest support service can be located via <https://dudleyci.co.uk/dudley-special-educational-needs-disability-information-advice-and-support-service> or by ringing 07929 777744 or 07900 161363.

Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) has the following core activities:

- Working with parents
- Providing information and publicity
- Training, advice and support
- Networking and collaboration
- Helping to inform and influence local SEND policy and practice
- Providing access to an Independent Parental Supporter for parents

This policy has been written with reference to the following guidance and documents:

- SEND Code of Practice:0-25 January 2015 (<https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25>)
- Equality Act 2010; Advice for Schools
- Schools SEND Information report regulations (2014)

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website