

Hall Orchard CE Primary (Academy) SEND Policy 2024-2025

The SEND policy promotes the successful inclusion of pupils with special educational needs and disabilities (SEND) at Hall Orchard Primary School. At Hall Orchard Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their need or ability. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability, but this policy covers all of these pupils.

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age has a difficulty or disability if they have:

- Significantly greater difficulty in learning than the majority of others of the same age;
- Has a disability which prevents or hinders them making use of facilities generally provided for others of the same age in mainstream school (SEN Code of Practice, 2015).

The provision, made by the school for students with identified SEND, is detailed in the SEN information booklet and the local offer document, which can be found on the school website. The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities are able to join in with all the activities of the school, by removing barriers.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special educational needs and that there is effective communication between parents and school.
- To ensure that all staff at the school promote the inclusive ethos and are aware of their responsibilities with regards to students with SEND.
- To ensure that learners express their views through Pupil Voice and are fully involved in decisions which affect their education.
- To promote effective partnerships with relevant professionals in Health and Care provisions and involve outside agencies where appropriate.

Hall Orchard Primary School is an inclusive school and all staff at the school are expected to show commitment to the inclusive ethos. It is the responsibility of class teachers to ensure that learning in their classroom is accessible to all. This includes differentiation (adaptive teaching) and consideration of the physical environment. The head teacher, members of the senior leadership team, along with the Special Educational Needs Coordinator (SENDco) play a key role in promoting the inclusive ethos and in supporting staff in terms of accessibility for SEND pupils.

The named SENDco for the school is Kirstie Kneafsey. Our SEND governor is Sarah Tucker although the Governing Body as a whole is responsible for making provision for all pupils with special educational needs, and for ensuring that the school meets the requirements of the Equality Act 2010, the Children and Families Act (2014) and the SEND Code of Practice (2015).

The school is committed to early identification of SEND through regular assessment and monitoring by class teachers and The Senior Leadership Team. The school seeks to identify pupils who are making less than expected progress given their age and individual circumstances, this includes academic progress, social needs and their wider development. It is noted that not all pupils who are making less than expected progress will be identified as having SEND and that the first and most appropriate response may be high quality teaching to target the weakness. This is in line with the SEN Code of Practice (2015).

When a pupil's progress continues to be less than expected, despite high quality teaching, the class teacher will liaise with the SENDco to assess whether the pupil has a SEND. It may be at this point that the class teacher will submit an Initial Concerns form to the SENDco, outlining that child's specific need and what additional provision will be provided to try and close the academic gap. This will need to be reviewed with the SENDco and parents after six working weeks to determine whether the child should or should not be put onto the SEND register if the additional provision has not had the desired outcome.

Once a child is placed onto our SEND register, the class teacher will create a Learning Plan that outlines 3-4 small-step targets in line with the pupil's areas of need. Provisions will be outlined and parents and children are given the opportunity to contribute to the plan in a 10-minute meeting, three times a year. This is an opportunity for parents to add their contribution and discuss the learning plan with the class teacher further if they wish.

Should the class teacher, SENDco or a member of the Senior Leadership Team feel that a pupil no longer needs to be on the SEND register and has made appropriate progress in line with other children of their age, then a meeting will be held with parents to discuss this and removal from the register will take place if appropriate.

The school is committed to ensuring effective partnership with other professionals from Health and Care services. On occasions when, despite significant school based intervention, a pupil continues to make less than expected progress the school may refer to other agencies. Parents and pupils will be fully informed about this involvement.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years' settings and schools. When additional funding is considered, Special Intervention Funding (SENif) may be applied for – this is on a temporary basis and can support additional intervention beyond the normal school parameters. Some children and young people may require an EHCP (Educational, Health and Care Plan) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP. The purpose of an EHCP is to provide special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. If the Class Teacher, Senior Leadership Team, SENDco or Parents feel that there is a need for an EHCP then this can be discussed and applied for where appropriate.

Pupils who have an EHCP will have their progress and the support outlined in their statement plan reviewed annually with parents and any appropriate outside agencies. If a pupil is in the Early Years Setting, this will be reviewed bi-annually. A report will be provided for the Local Education Authority.

EHCPs may be amended or discontinued, if a student no longer requires additional support to make expected progress.

The school will liaise with secondary schools and other agencies to arrange transition plans for students who are on the SEND register. When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Educational (Pupil information) Regulations 2000.

All staff are required to undertake training regarding SEND issues. Particular support will be given to Early Career Teachers (ECTs) and other new members of staff. The SENDco takes responsibility for prioritising the training needs of new staff.