

Hamstead Primary School

Special Educational Needs and Disability Policy



Adopted: January 2024

Re-adopted: December 2024

Review: December 2025

Policy review

This policy will be reviewed every two years, or sooner if changes to legislation or guidelines require an earlier review.

The policy was last reviewed and agreed by the Hamstead Primary Governing Body on 12th December 2024.

Signature: N.Fowler
Head Teacher

Date: 12.12.24

Signature: L.Howard
Chair of Governors

Date: 12.12.24

Roles and Responsibilities

| | |
|---------------------|-----------------------|
| Head Teacher | Mr N Fowler |
| Deputy Head Teacher | Mrs S Kaur |
| SENDCo | Mrs Tudor/Mrs L Evans |
| DSL | Mrs S Kaur |
| Pastoral Lead | Miss S Nelson |
| First Aid at Work | Mr P Clarke |
| SEND Governor | Mrs J Harding |

Principles and Objectives

Children with SEND should be offered full access to a broad, balanced and relevant curriculum.

A child with SEND should, where possible, have their needs met within the school.

Views of SEND children should be sought and considered whenever possible.

Parents have a vital role to play in their child's education and hence every effort should be made to keep them informed and involve them in their child's development.

The culture, practice, management and deployment of resources in this school are designed to ensure that the needs of all children are met.

Legislation and Guidance

This policy, and the SEND Information Report for Hamstead Primary School, is based on the **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;
- **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 SEN information report.

Definitions

A pupil has **SEND** if they have a learning difficulty or disability which calls for educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

Ethos

Hamstead Primary School is an inclusive school, which means that we are committed to ensuring that all children, including those with SEND, can achieve the best and engage successfully in all aspects of the wider school community. We are driven to give every child the best start possible to ensure that their future is unlocked.

Aims

Our SEN policy and information report aims to:

- Explain how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Hamstead Primary School we aim to provide high-quality education for all children at our school which enables them to:

- achieve their best and develop independence;
- become confident individuals, living fulfilling lives;
- make successful transition to their next phase of education.

Every teacher is a teacher of every child having the highest aspirations and expectations for all pupils, including those with special educational needs/disabilities. We provide a broad, balanced academic and social curriculum, which is accessible and ensures all are fully included in all aspects of school life and feel equally valued and fully part of the school community.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

Roles and responsibilities

SENDCO

The school has a designated teacher, who is responsible for the day-to-day coordination of provision for pupils with SEND. The SENDCO is currently **Mrs L Evans** whilst **Mrs Jessica Tudor** is on maternity leave.

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision at Hamstead Primary School;
- Update the School SEND Information Report each year;
- Be a member of the School Management Team, which ensures that SEND remains a priority within 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 an EHCP;
- 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 on the graduated approach to providing SEND support;
- 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 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.

SEND Governor

Will:

- Help to raise awareness of SEND issues at governing body meetings;
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this;
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in school.

Head teacher

Will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in school;
- Have overall responsibility for the provision and progress of pupils with SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with support 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 child's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.
- Identifying any children they have concerns with, and notify parents and SENCo.

Parents

Parents must:

- Be notified if a child is placed on the SEND register or moves from one stage to another;
- Be given the opportunity to **formally meet** with their child's class teacher three times per year where they can discuss their child's performance and progress and share any worries;
- Be updated of the progress and impact of interventions each term;
- Have a copy of any external reports sent to school.

Additional information offering support to parents of children with SEND is displayed outside the **school office** or can be obtained from the SENDCO.

Admissions

Children will have equal access to Hamstead Primary School and its curriculum regardless of any special educational needs, as long as the school has the resources and expertise to deal with such children.

Identification, Assessment and Review

The use of the **graduated approach** and the four-part cycle of **assess, plan, do, review** will be used to identify and then fully support pupils once they are placed on the SEND register.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- SEND COP criteria;
- The views and experience of parents;
- Advice from relevant external support services;

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

A class SEND folder will be maintained by the class teacher and key support staff with up to date documentation.

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress through:

- Annual Performance Management Reviews for Support Staff;
- Hamstead Primary School data summary sheet,
- Pupil Friendly Individual Education Plans (PFIEP);
- Sandwell Provision Map,
- Outside Agency reports,
- School and Pupil Provision Information Records to Parents;
- EHCP reviews;
- In class monitoring;
- Intervention observations;
- Book and planning trawls;
- Pupil conferencing.

Development priorities for SEND will be regularly reviewed on the School Action Plan and shared with the governing body and **School Leadership Team** (SLT)

Teaching Pupils with SEND

Step 1-High quality, differentiated teaching

This is always the first response to helping a pupil make appropriate progress.

Step 2- Teacher adapts the lesson content and trial supportive strategies

Where progress/attainment remains a concern, the class teacher will further adapt their teaching and /or reorganise classroom support, if available, to help the child make better progress. Following discussion between the SENCO and the teacher, **Wave 2** interventions may be introduced to inform baseline assessments which will be monitored and progress tracked for impact over a term.

Step 3- SENDCo

Where little or no progress has been made, an “**Identification of Need**” form will be completed and sent to the SENDCo with evidence that has been gathered over the term. A meeting will be arranged between the class teacher and the SENDCo to discuss the next steps for the child.

Step 4- SEND agreed

Parents will be informed if a child meets **SEND criteria**, as identified in the **SEND Code of Practice**. Appropriate **Wave 3** interventions will be set up and school resources and/or expertise assigned to deliver them. These will be reviewed termly with parents and evidence will continue to be gathered. At this stage the child will be placed on the school’s **SEND Register**.

Step 5- Inclusion support

Where the child continues to make less than expected progress, then a consultation request for advice from Inclusion Support will be sent and parental consent obtained. Should further support be required an **Inclusive Learning Service Referral** may be made at this point. Once involved at this level, the Specialist Advisory Team (**SAT**) will regularly review/assess the child and this will form the basis for future interventions, actions and targets. Parents will be kept up to date of the outcome of these meetings and the next steps to be taken.

Step 6- an EHCP

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school or parents should consider requesting an **EHCP (Education and Health Care Plan)**. If this is successful, then the plan must be reviewed annually and should be attended by the parents, possibly the child and all the professionals involved with the child. The outcomes of this meeting will form the basis for future action and support.

Children will only move from one stage to another if they still require support and are not making sufficient progress.

Where a child makes excellent progress, they will be removed from the SEND register altogether after a further term of in class monitoring.

Adaptions to the curriculum and learning environment

The following adaptations will be made to ensure all pupils’ needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it through the use of learning groups, bespoke interventions, teaching styles, lesson content;
- Adapting our resources and staffing;
- Acting on the advice of external support agencies;
- Using recommended aids;
- Highly differentiated teaching;
- Designated learning environments;
- Designated support to allow pupils to attend clubs and off-site activities.

To find out more information about EHCPs and the process please visit:

[Education, Health and Care Plans \(EHC Plan\) | Family Information Service Hub \(sandwell.gov.uk\)](https://www.sandwell.gov.uk)

Bespoke Accommodation

Where appropriate, Hamstead Primary School will provide the use of a Nurture room, a disabled toilet and provision for wheel chair access. The Butterfly Room, Sunshine Rooms and Rainbow Room will be available for private consultations with parents, advisory staff or SEND pupils, particularly those with an EHCP, who require a low stimulus environment, or those undergoing assessments or interventions.

Specialist Support

In order for all pupils who attend Hamstead Primary School to have full access to a balanced and broad curriculum, the school may provide the following support, as appropriate to the individual needs of the child, alongside quality first teaching:

- In-class support;
- Small teaching groups;
- Specialised teaching programmes;
- Specialised equipment/ resources;
- External support services;
- Support staff

Transition

The SENCO will:

- Share agreed information with the school the pupil is moving to;
- Discuss SEND issues with the next SENDCO;
- Enable parents/carers to contact SENDIASS;
- Timetable a robust transition programme for the Year 6 cohort;
- Provide opportunities for Year 2 children to visit and familiarise themselves with the Hamstead Primary School site prior to transition

Pupils joining Hamstead Primary School may already have a known SEND need. In these circumstances, we request and collate further information from a range of agencies in order to ensure that appropriate provisions are in place for when the child starts school. However, we may identify a potential as yet unrecognised SEND need, through our new starter home visits or transition meetings with the previous settings. This information is always discussed with parents.

Complaints Procedure

Where a parent/ carer wishes to complain, then this should be done through the SENDCO or Head Teacher. If this cannot be resolved, then they will be directed to the school's complaint procedure.

Policy Review

This policy will be reviewed annually to ensure that it remains an accurate reflection of school practice.

L Evans
SENDCo
December 24