



# **Special Educational Needs and/or Disabilities (SEND) Policy**

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Next review date: January 2024

N.B. Please see School SEND Information Report and Local Offer for further information which are available on the school website [www.hillsideprimary.org.uk](http://www.hillsideprimary.org.uk)

## **Hillside's Special Educational Needs and/or Disabilities Provision**

### **Aims:**

- (i) to allow every child access to a broad and balanced curriculum, including the EYFS and National Curriculums
- (ii) to ensure the early identification of a child with special educational needs and/or disabilities (SEND) and the nature of the child's need, so as to enable planned intervention
- (iii) to ensure regular monitoring and review of the planned intervention
- (iv) to enable children to reach their full potential.

The Governing Body is responsible for ensuring that special educational provision is made for their pupils registered as having special educational needs and/or disabilities. They will address their responsibilities through:

- appropriate resourcing
- monitoring the school's practice for special educational needs and/or disabilities against the objectives agreed above
- evaluating and reporting annually and setting new targets

Mrs J Rushton is the **Special Educational Needs Co-ordinator (SENCo)**. The SENCo is responsible for:

- the day-to-day operation of the school's Special Educational Needs and/or Disabilities Policy
- liaising with and advising fellow teachers
- co-ordinating provision for children with special educational needs alongside teaching staff
- overseeing pupils' Passports to Learning (in collaboration with teachers)
- arranging whole staff multi-agency training as necessary
- managing Teaching Support Assistants (TSA) and Learning Support Practitioners (LSP)
- overseeing the records of all pupils with special educational needs and/or disabilities
- liaising with parents of pupils with special educational needs in addition to class teachers
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- supporting transition strategies within the school and with high schools

The SENCO also liaises with the Governing Body through the responsible person for SEND. Discussions with parents, class teachers, the Headteacher and the various support services may take place during school time or after school hours.

The school has an open admissions policy in consultation with the LA. The school building is all at ground level and ramps are provided in and around the school where required to facilitate access for any disabled pupils.

### **Identification, assessment and provision for pupils with SEND**

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Children with SEND are defined as having difficulties in the following areas relating to their specific needs:

- Cognition and Learning – difficulties with reading, writing, spelling and maths for example
- Communication and Interaction – speech, communication and/or understanding
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs – including visual or hearing difficulties or physical needs which may affect him or her in school

The progress of the children can be measured by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessments and results
- their progress against the objectives specified in the National Curriculum
- their performance against the age-related expectations / level descriptions within the EYFS and National Curriculum at the end of a key stage
- standardised screening or assessment tools

If a class teacher is concerned that a child is not making adequate progress and may have special educational needs, then the teacher will complete a Causing Concern document for the child and discuss this with the SENCO. If the SENCO agrees that there is sufficient cause for concern then consultation with parents will take place alongside further assessments and the child may be added to the Special Education Needs Register with the graduated response described in the Code of Practice for SEND, being followed.

All teachers will meet with the SENCO formally once a term to review progress against Passport to Learning targets and inform the individual term and cohort specific Provision Map. Feedback will be shared by the class teacher with both child and parent/carers prior to meeting with the SENCO.

The child will have Passport to Learning, which will record:

- the short-term targets set by or for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes which will be recorded when the Passport for Learning is reviewed.

The money allocated to SEND from the delegated and devolved budget is used to provide:

- TSA support for children at School Support alongside high quality teaching

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- LSP support for children with an EHC Plan
- material resources for pupils with special educational needs and/or disabilities
- relevant staff training needs and/or assessment tools
- Specialist support / practitioners to review and offer advice as necessary
- time for the SENCO to carry out her duties, and to support children with SEND as necessary

### Access to the curriculum

All children are taught in mixed-ability classes with high quality first teaching as a priority. Work within the class is adapted according to their needs. A variety of strategies and approaches are used and adaptations to support children may be by task, by collaborative learning or by the different levels of support offered to the children, for example. Children with SEND are included in whole class activities, taught in small groups in class and may receive additional support through apt intervention or given individual support. If a child is withdrawn by a TSA, or by an Inclusion Learning Services (ILS) support teacher there is liaison with the class teacher to ensure fluid support to maximise impact on learning.

All children with SEND are included in recreational visits and social activities.

### Evaluating success

The success of the policy is determined by the following factors:

- that children with special educational needs and / or disabilities are identified early
- that appropriate provision is made for them, following the graduated response described in the Code of Practice for SEND with High Quality First Teaching at the core
- that they have access to a broad and balanced curriculum, including the EYFS and National Curriculum
- that they are able to realise their potential
- that they develop self-confidence and self-esteem

### Partnership with parents

The support of the parents in our work with SEND children is very important. Parents are consulted if there are concerns about their child, involved in review meetings for children at School Support and for those with an EHC Plan, and made aware of what exactly the school will do to try to meet their child's need. If parents are concerned about their child's progress in school they should first discuss their concerns with the class teacher, then a further meeting may be arranged with the SENCO. Following this meeting, the Headteacher and the governing body may be involved as necessary. If parents have a major concern then they should contact the Headteacher immediately.

Parents also have a responsibility to support the agreed actions, to help their child at home where

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possible and to attend review meetings.

### Inset and Partnership with Other Bodies

Training is provided for the whole staff and governors in relation to SEND as part of the school's INSET training programme. This training may be provided by LA/ILS Service advisory staff, alternative multi-agency providers or by the SENCO. The ILS Team also attend courses to update their skills and attend the SEND Network meetings, which take place once per term and meetings between ILS and the SENCo occur termly, or more often, depending on the needs of the children.

If a child with special educational needs changes school, the SENCO shares information with the receiving school to ensure the transfer of information about the child and a supported transition.

### Support Services

The school has entitlement visits from three services held centrally by the LA. This entitlement has been significantly reduced. The services in question are the Educational Psychology Service (EPS), the Inclusive Learning Service (ILS) and the Educational Welfare Service (EWS).

Staff from ILS support children at School Support; the children may be supported individually or in small groups, usually through in-class observations and additional withdrawal in order to complete assessments or interventions.

The Educational Psychologist (EP) also supports children at School Support and will support and advise class teachers. The EP works with children individually on a withdrawal basis and may also observe them in the classroom or in the school environment (depending on need); The EP also has meetings with their parents. This service is under current review due to issues within Stoke-On-Trent currently. Please refer to current EPS Service as needed.

The SENCO liaises with ILS SEND staff, support staff, the EP and class teachers to ensure the best progress for the child. The SENCO will also liaise with health services, social services and educational welfare services as appropriate.

### Monitoring and Review

The SENCo will review this policy annually.