



Hebden Royd C.E. (VA) Primary & Nursery
School

SEND Policy and Information Report

Approved by:	Headteacher & Governing Body	Date: September 2021
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Contents

Aims	3
Legislation and Guidance	3
Definitions	3
Roles and Responsibilities	4
The SENCO.....	4
The SEN Governor.....	4
The Headteacher	4
Class Teachers	4
School Information Report.....	5
The kinds of SEN that are provided for	5
Identifying pupils with SEN and assessing their needs.....	5
Consulting and involving pupils and parents	5
Assessing and reviewing pupil's progress towards outcomes	6
Our approach to teaching pupils with SEN	6
Adaptations to the curriculum and learning environment.....	6
Securing equipment and facilities.....	7
Supporting pupils moving between phases/moving schools	8
Additional support for learning	9
Expertise and training of staff	9
Evaluating the effectiveness of SEN provision.....	9
Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.....	9
Support for improving emotional and social development.....	10
Working with other agencies.....	10
Complaints.....	11
Contact details of support services for parents of pupils with SEN	11
The Local Authority local offer	11
Monitoring arrangements.....	11
Links with other policies and documents.....	11

Aims

As a school we are committed to providing a safe, happy and creative environment and we embrace and nurture the individuality and unique qualities of all our children. Opportunity flourishes here through the humble virtues of respect, knowledge and faith and we aim to inspire, enthuse and equip all our children to fulfil their potential.

Our SEND Policy and information report aims to:

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

Our School's Aims and Objectives are:

- To have due regard to the Special Educational Needs and Disability Code of Practice
- To identify pupils with special educational needs and disabilities as early as possible and to meet their needs
- To have in place a system of **Non Negotiables** whereby teachers are aware of such pupils and how we will consistently support them in school and through any transitional periods
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
- To have high ambitions and expectations for pupils with special educational needs and disabilities
- To be sympathetic to each child's needs by providing a strong partnership between children, parents/carers, governors, Local Authority and outside agencies
- To ensure all pupils make effective progress and realise their full potential
- To ensure all pupils take a full and active part in school life
- To work with other schools and the Local Authority to share good practice in order to improve this policy

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

At different times in their school career, a student may have a special educational need (SEN). A pupil has SEN if they have a learning need or disability which calls for special educational provision to be made for them.

They have a learning need or disability if they have;

- A significant greater need in learning than the majority of 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 provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools, which is intended to overcome any barriers to their learning.

Roles and Responsibilities

The SENCO

The SENCO role is currently being undertaken by Ms Lauren Hannan. Any emails relating to SEND enquiries should be addressed to LHannan@hebdenroyd.calderdale.sch.uk. Alternatively, Miss Hannan can be contacted on telephone number 01422 842821.

The SENCO will:

- Work with the Senior Leadership Team 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 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with other leaders and the governing board to ensure 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

The SEN Governor

The duties of the Governing Body are set out in Section 29 of the Children and Families Act 2014. The Governor with responsibility for SEND is Ricky Wild. In this role he will:

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

The Headteacher

The Headteacher will:

- Work with the SENCO, Senior Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

School Information Report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), speech and language needs etc.
- Cognition and learning, for example, dyslexia, dyspraxia etc.
- Social, emotional and mental health needs, for example, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder etc.
- Sensory and/or physical needs, for example, visual or hearing impairment, sensory processing disorder etc.
- Moderate/severe/profound and multiple learning needs

Identifying pupils with SEN and assessing their needs

We aim to identify barriers to learning at the earliest possible opportunity in order to ensure every pupil experiences success in their learning and achieves to the highest possible standard and to enable all pupils to participate in lessons fully and effectively. We value and encourage the contribution of all pupils to the life of the school and work in close partnership with parents and, where appropriate, external agencies to support the need of individual pupils. We ensure all staff have access to training and advice to support quality teaching and learning for all pupils.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. In school we use a range of assessment data including Target Tracker, the engagement model, bridging the gap, Screening Tests and Derbyshire tracker. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO or Head about a child with a potential SEN or other barriers to learning.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parent when identifying whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We will fully consult with, and formally notify parents when it is decided that a pupil will receive SEN support and be placed on the Additional Needs Register. When a pupil is placed on the Additional Needs Register a 'My Support Plan' (MSP) will be put in place. This will detail key information about the child including their strengths, goals and aspirations, things they find difficult and strategies for staff to best support them. The MSP will also contain targets which will be agreed by staff, pupils, and parents. These targets will be reviewed half termly.

Assessing and reviewing pupil's progress towards outcomes

The school follows the graduated approach and the four-part cycle of **assess, plan, do, review** as defined in the SEND Code of Practice 2014 as follows:

Assess: The class teacher and SENCO will clearly analyse a pupil's needs before identifying a child as needing SEN support considering; the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour, the individual's development in comparison to their peers and national data and where relevant, other teachers' assessments. The views and experiences of parents, the pupil's own views and where relevant advice from external support services will be sought.

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEN support. 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.

Do: The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

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

If a child is not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC (Education, Health and Care) Plan. Applications are made to the SEN Team at the Local Authority and can only be made following two full cycles of Assess, Plan, Do and Review. On gathering all relevant advice about a pupil's progress the SEN Team may issue an EHCP outlining outcomes to be met and additional provision to be provided.

Our approach to teaching pupils with SEN

We have a long established, acknowledged and celebrated ethos of inclusion and equality. All pupils have access to a broad, balanced curriculum which takes account of their interests. We provide well-staffed classrooms where teachers are responsible and accountable for the progress and development of all the pupils in their class. We have high expectations and set appropriate targets for all pupils.

Adaptations to the curriculum and learning environment

The school is a building with many steps and stairs. The school will have regard to the Equality Act, the Children and Families Act and the SEND Code of Practice 2014 in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching. All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Medicines and Medical Needs Policy, Equality Policy and Admissions Policy should be read in conjunction with this policy.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson etc.
- Regularly reviewing and adapting our resources and staffing to best meet the needs of all pupils
- Using recommended aids
- Differentiating our teaching, for example giving longer processing times, pre-teaching of key instructions, reading instructions aloud etc.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Securing equipment and facilities

To enable access to the curriculum for pupils with SEND, the school provides:

- Teaching Assistants
- Individual teaching programmes
- Individual timetables
- Specialist equipment where appropriate
- Differentiated planning

We will also provide the following support/interventions:

Area of Need	Support / Intervention
Physical Needs	<ul style="list-style-type: none"> • Access to supporting writing aids e.g. sloping writing boards, pencil grips, range of pens and other writing apparatus • Theraputty and programmes to improve finger strength • Access to a range of ICT to aid recording e.g. tablets • Access to reading aids e.g. coloured overlays, coloured paper, larger font, reading rulers • Sensory Circuits • Dance Mat Typing • Clicker
Speech and Language Needs	<ul style="list-style-type: none"> • 'Lego therapy' trained support assistants • Sulp (Social Use of Language) trained support assistants • Delivery of programmes devised by speech and language therapists e.g. Black Sheep • Chatterbox in EYFS & interventions
Sensory Impairment	<ul style="list-style-type: none"> • Long and productive history of liaison with Calderdale's Visual Impairment Team and Speech and Language therapists • Sensory circuits/breaks • Clicker
Social, emotional and mental health & Behavioural needs	<ul style="list-style-type: none"> • Staff are ASD (Autism), Attachment and Down's Syndrome aware and use appropriate strategies to support those pupils • We have access to specialist support through our network of specialists and through support from the SEN Team from Calderdale • Emotionally connected classroom trained HLTA • CAMHS training for staff • Access to three Designated Safeguarding personnel in person, via the school worry box and a 'worry button' on the homepage of the school website • Supported playtimes and lunchtimes where appropriate • Positive play games promoted by Playleaders and staff • Buddying system • Excellent relationships with pupils, staff and families • Variety of after school clubs to promote self esteem • SEMH check ins with HLTA weekly • Emotion coaching • Mental health lead training for SENCO (Sept/Oct 2022) • Creative music nurture group run by Calderdale music trust

	<ul style="list-style-type: none"> • Creation of individual behaviour plans • Strong expectations set out in our Behaviour Policy • Patient understanding from experienced staff • Access to three Designated Safeguarding personnel • Buddy systems and play leaders • SLT & EYFS Staff Trained in Team Teach
Additional Literacy support	<ul style="list-style-type: none"> • Dyslexia screening and delivery of support programmes (Nessy) • Teaching staff trained in Precision Teaching • Clicker: use of pictures, word mats, sentence aids etc • Dyslexia aware staff • Small intervention groups for catch up phonics (ELS) • Handwriting interventions • Dance mat typing • Pre teaching • Daily reading to an adult
Additional Numeracy support	<ul style="list-style-type: none"> • Teaching staff trained in Precision Teaching • White Rose Catch Up Programme • Targeted ICT programmes • Pre teaching • One to one tuition for targeted children
Medical Needs	<ul style="list-style-type: none"> • Individualised care plans created by a team around the child including the school nurse, parents and first aiders in school • Intimate care plans carefully drawn up with parents • Trained first aiders across all phases of school including out-of-school club • Regular care plan reviews with family and pupil
Personal Care Needs	<ul style="list-style-type: none"> • All staff adhere to a 'Code of Conduct' • Intimate care plans provide protection for staff and pupil • Pupils are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary following strict procedures • Staff will only call parents into school if necessary • Care Plans established if it is felt that a medical plan is needed
Complex and Multiple Needs	<ul style="list-style-type: none"> • Close liaison with primary special school, including split placement/inclusion visits
Resource Allocation	<ul style="list-style-type: none"> • 1:1 support and resources as specified in a pupil's EHC Plan • Support assistants to deliver in class support, group intervention, individual targeted intervention etc. • Pupil progress is regularly reviewed, and provision matched to needs
Staff Training	<ul style="list-style-type: none"> • Regular training sessions for all staff on SEN issues • Commitment to maintain levels of training if staff leave • Well planned programme of CPD (Continued Professional Development) accessing both external agencies and in-school support • SEN Governor training via Calderdale

Supporting pupils moving between phases/moving schools

Where a pupil is recognised as having a SEN, a Transition Plan will be in place for every key move e.g., starting school, moving from year group to year group, between Key Stages or when moving school. This Transition Plan will clearly identify the strengths and needs of the pupil and strategies for support. Examples of strategies include home and pre-school visits by EYFS (Early Years Foundation Stage) staff, reduced initial timetables, allocation of key workers, the use of social stories, extended transition visits, accompanied transition visits, travel training, pupil booklets containing key information/photographs etc.

We will share information with the teacher, school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Additional support for learning

Support is tailored to meet the needs of the pupils and may include 1:1 support, small group support/intervention, classroom support or a mix of these. We have a number of teaching assistants who are trained to deliver a wide range of intervention programmes.

Notional budget funding is allocated to support the needs of all pupils with additional educational needs.

High needs funding for pupils with EHC Plans is mainly used to pay salaries for 1:1 dedicated staff.

Pupil Premium money is carefully allocated to support the children it is targeted to.

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

Expertise and training of staff

All our staff take continuing professional development seriously and a comprehensive programme for professional development for SEND is planned according to the school pupil profile. All teaching staff have had recent training around Emotion coaching, Dyslexia, and precision teaching. In addition, some staff are able to use British sign language and/or Makaton alongside speech to aid communication and support pupils with additional needs in this area. Staff in EYFS as well as the Headteacher are trained in Team Teach.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions each term
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Using individual provision maps
- Holding annual reviews for pupils with EHC Plans

Review meetings are held half termly for all pupils on the Additional Needs Register with an MSP. Parents and pupils are invited as well as the class teacher and teaching assistant, if involved. Representatives from external agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new MSP the class teacher will hold a copy and the SENCO will file a copy centrally and send a copy to parents/carers and any external agencies involved.

For pupils with an EHCP, an Annual Review is also held to review progress towards objectives/outcomes outlined in the EHCP. A copy of the report is sent to all invitees, including parents/carers and Calderdale SEN Team. For pupils in year 5, the SENCO from the child's desired secondary school will also be invited to attend.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We treat all admission applications equally and do not discriminate against pupils with SEND. We admit those children with SEN but who do not have an EHCP and do not refuse admission to pupils with SEN because we feel we will be unable to provide the necessary support.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs, and where necessary, additional support will be provided to enable pupils with SEND to attend.

All pupils are encouraged to go on our residential trips and any additional day trips or outings. Extra staff are deployed for trips to meet the stringent requirements of our risk assessments and pupil to adult ratios. Parents and carers are consulted for advice and guidance prior to trips.

All pupils are encouraged to take part in sports day, school plays, special workshops etc. – no pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to be part of all extra-curricular clubs and activities to promote teamwork / building friendships etc.
- Experienced staff give one to one support programmes to help with self-esteem
- Creative music nurture group run by Calderdale music trust
- Staff are ASD (Autism), Attachment and Down's Syndrome aware and use appropriate strategies to support those pupils
- We have access to specialist support through our network of specialists and through support from the SEN Team from Calderdale
- Invictus Well-being counselling
- CAMHS training
- Access to three Designated Safeguarding personnel
- Access to worry box in school hall and worry button on the homepage of school website
- Supported playtimes and lunchtimes where appropriate
- Positive play games promoted by Playleaders and staff
- Buddying system
- Different areas to play depending on preferences
- Excellent relationships with pupils, staff and families
- SENCO is mental health first aid trained and mental health lead trained

We have a zero tolerance approach to bullying.

Working with other agencies

We have regular contact with the following services who give us support and advice:-

- Specialist Inclusion Service, including the ASD Team
- Calderdale SEN Team
- Educational Psychologists
- Speech and Language Therapy
- Occupational Therapy
- Invictus Wellbeing
- CAMHS (Children and Adolescent Mental Health Service)
- Virtual School – Calderdale's Children who are looked after (CLA) Team
- Locality Early Intervention Team
- School Nursing Service

We are also part of the local schools cluster Calder Valley Collaborative where expertise is shared between schools.

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs.

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with SEND.

They can be contacted on telephone number 01422 266141 or using the email address joanne.grenfell@calderdale.gov.uk

Unique Ways is a parent/carer led local charity for Calderdale which directly supports parent carers of young people with disabilities or additional needs. They can be contacted on telephone number 01422 343090.

The Local Authority local offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Calderdale's local offer is published here: www.calderdale.gov.uk/localoffer.

Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

This policy should be read in conjunction with the following documents, all of which are available on the school website:

- Admissions Policy
- Behaviour Policy
- Equality Policy
- Medicines and Medical Needs Policy

- [Calderdale's Local Offer](#)