



Holly Primary School
Special Educational
Needs and Disability
(SEND) Policy
September 2022

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

According to the SEND Code of Practice (last updated April 2020) a pupil has SEND if they have a learning difficulty or disability which calls for special 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.

More details about the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Aims:

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 disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Holly Primary School, we are committed to ensuring all of our children have access to an inclusive education which is lifelong, enquiry-based, aspirational, relevant and nurturing. We strive to ensure that all pupils, including those with Special Educational Needs or Disabilities (SEND), are supported to make good progress and achieve their full potential. Our inclusive curriculum, dedicated to meeting the needs of each individual child, enables all pupils to be included fully in the life of our school and its community. We believe all children should be accepted equally, encouraged, valued and respected, regardless of their ability or needs. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

Our objectives are:

- To identify any barriers to learning at the earliest opportunity. We will work with parents and carers, previous settings, as well as Health and Care services to gather as much information as possible.
- To follow the 'Assess, Plan, Do, Review' graduated approach cycle recommended in the SEND Code of Practice.
- To develop effective whole school provision management of support for pupils, focusing on ways to remove and reduce barriers to learning to ensure pupils with SEND have full access to our curriculum.
- To support all pupils with SEND to meet or exceed the high expectations we set for them against national data and based on their age and starting points.
- To ensure that assessment and monitoring systems are effective and provide sufficient information of attainment and achievement for careful planning of progression.
- To ensure that all those involved with children with SEND work as a team to support each child's learning, including outside agencies.
- To consider the views of pupils and their parents/carers and to build a partnership in decision-making about provision to meet special educational needs.
- To ensure that every child experiences success in their learning and achieves the best possible education.
- To value and encourage the contribution of all children to the life of our school.
- To ensure that all staff have access to continuing professional development and advice to support quality teaching and learning for all pupils.
- To help children and young people prepare for a successful transition into the next phase of their education.

Legislations 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 coordinators (SENCOs) and the SEND information report

Roles and Responsibilities

The SENCO

The Special Educational Co-ordinator (SENCO) is Miss India Linley. She will:

- 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 coordination 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 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.

The headteacher

The headteacher (Mr White) will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SEND Governor

The SEND Governor (Helen Berry) 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 SENCo to determine the strategic development of the SEND policy and provision in the school.

The class teacher

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.

SEN Information Report

Areas of needs

The SEND Code of Practice 2014 describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction needs, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder) Cognition and Learning needs, including:
- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia)

Social, Emotional and Mental Health Difficulties, including

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder
- They may also reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

Sensory and/or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability
- Epilepsy

Identifying and supporting pupils with SEND needs

According to the DfES – 2001 / Ofsted 2014 “All teachers are teachers of students with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response.”

At Holly Primary School this means all pupils receive an inclusive curriculum, using a mastery approach to learning, through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Where it is determined that a pupil does have SEND, this will be discussed with the parents/carers. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

The class teacher, with support of the SENCo, will clearly analyse a pupil's needs, focusing on current attainment and barriers to learning. Parents will be notified whenever it is decided that a pupil is to be provided with SEN support and will be consulted on their views to supporting the child. The pupil's views and where relevant, advice from external support services will also be considered. Where external support services are not already involved they may be contacted via the Family of Schools termly Springboard meeting where individual needs are discussed with parental consent.

Plan:

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do:

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review:

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, where appropriate and their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Education Health Care Plan

If a child has lifelong or significant difficulties or is 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 Plan (Education Health Care Plan). An EHC Plan outlines outcomes to be met and additional provision to be provided. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Further information about EHC Plans can be found:

- Via the SEND Local Offer: www.nottinghamshire.sendlocaloffer.org.uk
- By speaking to an Education, Health and Care Plan Co-ordinator on: 0115 9774012 or 0115 9773323
- By contacting Ask Us (Previously known as Parent Partnership Service) on 0115 8041740 or by email enquiries@askusnotts.org.uk

Training for staff

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. We regularly review the training undertaken by all staff and plan further support based on areas of need. All teachers and staff complete an induction after taking up a post. This includes a meeting with the SENCo to explain the procedures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCO regularly attends SENCO and vulnerable children network meetings in order to keep up to date with local and national updates in SEND. Training is ongoing in response to identified needs.

Inclusion of pupils with SEN

The head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by all stakeholders together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom, where appropriate. The

school will seek advice, as needed, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to 0 of a school's budget which equates to £6000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. The Family of Schools comprises of a secondary school and its feeder primary schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCI will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of needs meets the threshold for this funding.

Additional School Needs (ASN)

The responsibility for allocating school-based funding ultimately lies with the head teacher in consultation with the SENCo. Once identified, needs are met initially through additional support provided either in or outside the classroom following discussions between the head teacher, class teacher, the SENCo, parents and carers, the pupils and any other relevant external agencies.

Additional Family Needs (AFN)

Where additional needs are identified the Family of Schools operate a process of moderation across all schools using the funding available from the Local Authority. All SENCOs and the Family SENCO within the Family are involved in this process and this funding is in addition to the school-based funding.

Higher Level Needs (HLN)

Further funding as detailed above is provided where needed for complex needs by the Local Authority.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with High Quality Teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

English and an Additional Language (EAL)

When identifying and assessing SEND for children whose first language is not English, school will look carefully at all aspects of a pupil's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their understanding of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not considered SEND.

Supporting pupils with medical conditions

The school recognises that pupils with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on school trips or residential visits.

Specific training will be given to support pupils' particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment. The school office is responsible for the administration of medicines and health care plans/ protocols. A separate register is kept of children with Medical Needs.

Working with Parents and Children

At Holly Primary School, we aim to build positive and informative relationships with parents. The school actively encourages and recognises the rights of parents/ carers in terms of their involvements in the provision for their child's special educational needs. If a child is experiencing difficulties, parents will be informed either during informal meetings, parents' meetings, or at meetings called to discuss/ review initial concerns, SEND support or EHC Plans. The class teacher or SENCo will discuss relevant assessments that have been completed and involve the parent/carer in decision-making regarding strategies by which their individual needs will be met. This will usually include an agreed plan of provision for the next term with relevant targets. Parents will then be invited to a meeting at least termly to review progress made, celebrate successes, update targets and agree provision for the next term.

The Use of Reasonable Force

Keeping Children Safe in Education 2022 (KCSIE 2022) informs of circumstances when it is appropriate for staff in schools and colleges to use reasonable force. 'Reasonable' meaning 'using no more force than is needed'. KCSIE 2022 makes specific reference to when reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions.

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. This, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

It advises schools and colleges to consider carefully the risks and recognise the added vulnerabilities of these groups and references making reasonable adjustments, under the Equality Act 2010. See KCSIE and associated guidance for specific detail and guidance. For further advice and support contact: Jon Glover, Physical Intervention Co-Ordinator who provides advice and guidance on the use of reasonable force and physical intervention.

Safeguarding Children with SEND

KCSIE 2022 is clear that Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities.

Some children and young people may be particularly vulnerable to abuse and harm and the Senior Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

At Holly Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe. Children with SEND are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

Transition Arrangements

When a parent seeks a place for a child at Holly Primary School, the Headteacher adheres to the criteria outlined in our Admissions Policy in relation to admitting children with SEND (see Admissions Policy).

The school requests school records from previous settings, including assessment information, Child Protection files (where appropriate), and details of any SEND (including pupil profiles, SEND or inclusion plans, any EHCPs and most recent targets) when a child is transferring from another school.

We endeavour to make transitions between settings and key stages as smooth as possible for all children, including those with SEND. We will share information with the school or other setting the pupil is moving to.

Enhanced transition arrangements are tailored to meet individual needs. Support strategies may include:

- Additional meetings for parents and child with new teachers;
- Additional visits to new classroom/school environments in order for pupils to familiarise themselves with the new settings;
- Opportunities to meet key people and places in order to create a transition booklet.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding termly reviews for all children with SEND needs
- Holding annual reviews for pupils with EHC plans
- Feedback from visitors, external reviews and professionals
- Staff and Governor meetings

Monitoring arrangements

This policy and the information report will be reviewed by India Linley (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 board.

Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously. A copy of the school Complaints Policy is available on the school website.

In the first instance concerns about SEND provision should be discussed with the SENCo or class teacher. They will then be referred to Mr White and the school governors following the school's complaints policy.

Review Date: Autumn Term 2023