



Hatherleigh Community Primary School

Special Educational Needs & Disabilities (SEND) Policy 2024 -2025

Context

This policy is being developed in consultation with the local Learning Community and with parents/carers, staff and pupils of the school and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

Governor responsible for SEN: Patricia Back

Headteacher: Alan Monger

SENDCo: Sunita Chauhan

SENDCo Qualifications: Our SENDCo is a member of the School Leadership Team Studying NPSQ SEN

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This policy will be reviewed annually

- Reviewed: September 2024

Governor reviewed: October 2025

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our Teaching and Learning Policy and Equality of Opportunity Policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Hatherleigh Community Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Hatherleigh Community Primary School will also endeavour to enable all SEND pupils to reach their full potential, to ensure that they are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need unless there is agreement that the child's needs can be best met in another setting. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability until we have used our best endeavours to provide effective educational provision. <https://new.devon.gov.uk/educationandfamilies/school-information/apply-for-a-school-place>

Aims and Objectives

Aims

At Hatherleigh Community Primary School we aim to provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to endeavour to ensure all of our pupils are able to access the same opportunities for learning and social development achieving best possible progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of Hatherleigh Community Primary school reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this Special Educational Needs Policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- Enable pupils with special educational needs to have their needs met as fully as possible,
- Take into account the views of the pupils with special educational needs,
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- Facilitate as full access as possible to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum, for pupils with special educational needs,
- Make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions embedded in our school policy Supporting Children with Medical Conditions in Schools,
- Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local Learning Community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

Identifying and Supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/herself provision **which is additional to or different from** that normally available in a differentiated curriculum. Hatherleigh Community Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Hatherleigh Community Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

1. Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

2. Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

3. Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

4. Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, Hatherleigh Community Primary School will take action to support effective learning by reducing and removing barriers to learning and to put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Graduated Response

Assess

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The first stage will be to write an intervention plan which addresses the child's difficulties. If there are multiple and more complex difficulties which requires support from health and social care these will be recorded on the intervention plan. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the plan.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an intervention plan, with a date to review the plan. The date for review will depend on the level of need present.
 - The intervention plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when it will be reviewed.
 - The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
 - The intervention plan will usually involve a contribution by parents/carers and the child to reinforce learning at home.
 - Where appropriate, the intervention plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
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Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to it.**

Review

- There will be a review of the intervention plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the intervention plans will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Hatherleigh Community Primary School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly with parents. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school provides parents/carers with the relevant information so they can reinforce learning in the home.

At Hatherleigh Community Primary School we try to support parents/carers so that they are able to:

- feel supported and taken seriously should they raise a concern about their child
- recognise and fulfill their responsibilities and play an active and valued role in their child's education
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with appropriate school staff at least three times a year formally. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible and will attend meetings as required..

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS) These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. During Year 5 transition meetings are held at the Annual Review or Team around the Child Meeting. The SENDCo and/or support staff from the transition school is invited to attend. Additional supported visits can be arranged for the child/groups of children or the child and their family. There are separate arrangements for children who will be moving from mainstream to special school and, for this, we follow County procedures.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes. *See Appendix A*
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in regular training sessions when quality first teaching is addressed.
- The SENDCo and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN or seek external training where needed.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for an EHCP. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCO.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENDCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body strives to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND receive the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCO and the Governor with responsibility for SEND.

SENDCO:

In collaboration with the Headteacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND. The SENDCO takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs. Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching. The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Managing the Inclusion team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND with the class teachers
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including, wherever possible, school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. *Please see the schools Supporting children with Medical Conditions in School Policy for further details.*

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement. e.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Paper copies of this information will be available from the School office.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is as accessible as possible for wheelchair users and has disabled toilet facility. Hatherleigh Community Primary School work hard to develop their accessibility and the schools' accessibility plan is available on the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix

Hatherleigh Community Primary School Provision Map

	Wave One (QFT)	Wave Two (Targeted)	Wave Three (Specialist)
Social, Emotional & Mental Health	<p>Dedicated staff meeting time Learning environment which supports inclusive learning which includes a flexible and responsive provision across all school systems. Whole school reward system Class Circle Time PSHE delivered through SCARF programme Positive Behaviour Strategy Important social skills explicitly taught Rules of social interaction modelled Buddy system for EYFS (on hold due to Covid) Positive redirection to stop inappropriate behaviour Clear expectations of activities established</p> <ul style="list-style-type: none"> ● Advance warning and preparation for changes to routine and activity ● Clear rules and routines in place for moving around school ● Differentiation of activities to take into 	<p>Social stories Access to time out area or distraction free environment Designated space or carpet square for sitting on the carpet Sensory breaks Effective engagement and regular liaison with families to support delivery of interventions. Targeted and structured individual or small group work to build individual resilience and support positive outcomes. Proprioception breaks. Lego based therapy. Drama Club The Incredible 5 Point Scale (individual)</p>	<p>SEMH 1:1 support Social skills group Relational Support Plans Individual timetable Social Stories 1:1 Communication And Interaction Team support PIPS trained staff SEMH Team support Individual work stations Individual visual timetable and support to use it Appropriate calm space for time out Boxall Profile Assessment Forest School Support from the Inclusion Team Support from Virtual Schools Boxall Profile Communication & Interaction Team Clinics Educational Psychologist</p>

	<p>account individual needs.</p> <p>The Incredible 5 Point Scale (Whole Class)</p>		
Cognition & Learning	<p>A Learning environment which supports inclusive learning for the CYP and which includes an Individualised approach to learning key skills e.g. literacy, numeracy and self-help.</p> <p>Careful differentiation of the broad and balanced curriculum by delivery and outcome.</p> <p>Staff effectively identify and support individual children's needs to ensure that they are making progress.</p>	<p>From Counting to Calculating</p> <p>Pre-teaching</p> <p>Targeted booster groups</p> <p>TRUGS</p> <p>Phonics Booster</p> <p>Use of boxes font</p> <p>Use of ICT resources to support reading and writing</p>	<p>Precision Learning</p> <p>Scribe</p> <p>iPads / Tablets</p> <p>Access arrangements for exams – separate room / reader/ additional time</p> <p>Personalised timetables</p> <p>1:1 phonics intervention</p> <p>Use of speech to text software to support recording</p> <p>Typing skills programs</p> <p>Advice from appropriate external agencies on teaching approaches and recommendations are followed. E.g. Educational Psychologists</p> <p>External agencies are</p>

	<p>Structured phonics programme in place - Letters and Sounds Homework Club (Y6) Dyslexia friendly classrooms – coloured pens/ cloze activities/ coloured paper and reading rulers / support materials readily accessible. Differentiated reading groups.</p>		<p>involved and/or identified in multi-agency support planning.</p>
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	<p>Using a mix of visual, auditory and kinaesthetic activities in lessons</p> <p>Differentiated delivery (simplified language, slower paced, questioning)</p> <p>Use of writing frames</p> <p>Guided groups</p> <p>Visual timetables</p> <p>Word lists</p> <p>Phonically decodable books</p> <p>Writing slopes, pencil grips</p> <p>Alternative use of recording</p> <p>Multi sensory methods used to support the learning of spelling</p> <p>Hands on resources used e.g. Numicon, number lines, objects, counters, Cuisenaire rods</p> <p>Learning broken down into small steps</p> <p>Differentiated homework</p> <p>New / tricky vocabulary clarified and displayed</p>		
<p>Communication & Interaction</p>	<p>A Learning environment which supports inclusive learning for the CYP and which includes; good modelling of spoken language and alternative or Total communication system to develop receptive and</p>	<p>Narrative Group</p> <p>Group SALT</p> <p>Explicit teaching of important skills and rules of social interaction</p> <p>Targeted comprehension groups e.g. Language for Thinking</p>	<p>Language for Thinking</p> <p>Small group / 1:1 SALT</p> <p>Individual work stations</p> <p>Individual visual timetable and support to use it</p> <p>Appropriate calm space for time out.</p>

	<p>expressive language skills (including speech sounds) Opportunities for and/or structured support to</p> <p>promote social development, interaction and play to promote positive peer relationships.</p> <p>Extra take-up time for responses to questions or contributions to group discussions.</p> <ul style="list-style-type: none"> ● Simplified language ● Visual timetablePupils encouraged to indicate if they haven't understood ● Keywords displayed. ● Use of talk partners ● Modelling of language ● Advance warning and preparation for changes to routine and activity <p>Clear rules and routines in place for moving around school</p>	<p>Speech and Language Link assessments NELI intervention Advice from appropriate external agencies on teaching approaches and recommendations are followed E.g Speech and Language Therapist</p>	<p>External agencies are involved and/or identified in multi-agency support planning. Communication & Interaction Team Clinics</p>
Physical and / or Sensory	A Learning environment which supports inclusive learning for the CYP and which includes reasonable adjustments in relation to	<p>Wobble cushions Writing slopes Health Care plans Fun Fit High Five</p>	<p>Sensory breaks Sensory Tent Sensory toys Proprioceptive activities Weighted blankets Wobble cushions</p>

acoustics, lighting, visual

Hearing Impairment support

	<p>reinforcement, classroom positioning, access to board/focus on lessons, and minimal reflections off surfaces.</p> <p>Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement.</p> <p>Clear instructions given with visual and auditory clues to back up what is being said.</p> <p>Morning exercise</p>		<p>Sound Field System</p> <p>Visual Impairment team support</p> <p>Modified curriculum which includes access to key vocabulary, visual approach to phonics and reading, large print resources provided which are clear, uncluttered and have a good level of colour contrast.</p> <p>Range of writing implements available and alternative methods of recording including appropriate use of ICT</p> <p>Supervision with some aspects of personal care and mobility</p> <p>Advice from appropriate external agencies on teaching approaches and recommendations are followed E.g Advisory teacher for physical difficulties</p> <p>External agencies are involved and/or identified in multi-agency support planning.</p>
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