Special Educational Needs and Disability (SEND) Policy and Information Report

Reviewed by	Full Governing Board
Meeting Approval date	FGB 23 Sept 2024
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Next review due Sept 2025	

Welcome to our SEND Policy and Information Report, which is part of the Local Norfolk Offer for learners with Special Educational Needs (SEN). This report has been reviewed alongside parents, staff and governors.

All governing bodies of maintained schools and nursery schools have a legal duty to publish information on their website about the implementation of the local governing body's or the proprietor's policy for pupils with SEND.

Our key contacts for all SEND matters in school:

Victoria Burgess – SEND Coordinator (SENDCo) 01603 810498 vburgess@hethersettprimary.co.uk

Duncan Slack – SEND Governor

1. Aims of this policy

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation 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 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

3. SEN Information Report

➢ Our Approach to Teaching Learners with SEN

To achieve the best outcomes for all SEND pupils we aim to;

- develop and maintain a partnership and high levels of engagement with parents
- ensure all pupils will have access to a broad, balanced and differentiated curriculum
- create a school environment in which contributions and achievements of all pupils are valued ensuring that all children will experience success
- providing support and advice to all staff working with children with SEND
- instil high expectations in standards for all children, by staff
- appreciate that all pupils are individuals with differing interests, knowledge and skills and as such respond to individual needs, where necessary, tailoring learning to the child
- recognising that support is an entitlement for all children who may need it, rather than a special addition to their education.

These are achieved through;

High quality teaching for all learners Our school actively monitors teaching provision across the school. Teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that the learner's needs are met. For more information on our approach, please see our teaching and learning policy by clicking on the school policies file on our website.	**Professional development** for all staff is provided to continually improve their expertise in the teaching and learning of children with Special Educational Needs. **Support staff** will offer support where needed in the whole class setting. Specific resources and strategies will be used to support learners individually and/or in groups. The deployment of support staff is determined by the needs within a class and will be assessed and reviewed regularly by the Senior Management Team.	**Monitoring the progress of all learners through assessment** The access, plan, do, review approach is used (see below), as well as pupil progress meetings, intervention entry and exit data collection, staff coaching and formative assessments to monitor pupil progress.

➢ How we identify SEN

At different times in their school career, a child or young person may have a Special Educational Need. The Code of Practice defines SEN as:

"A child or young person" *who has* "a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

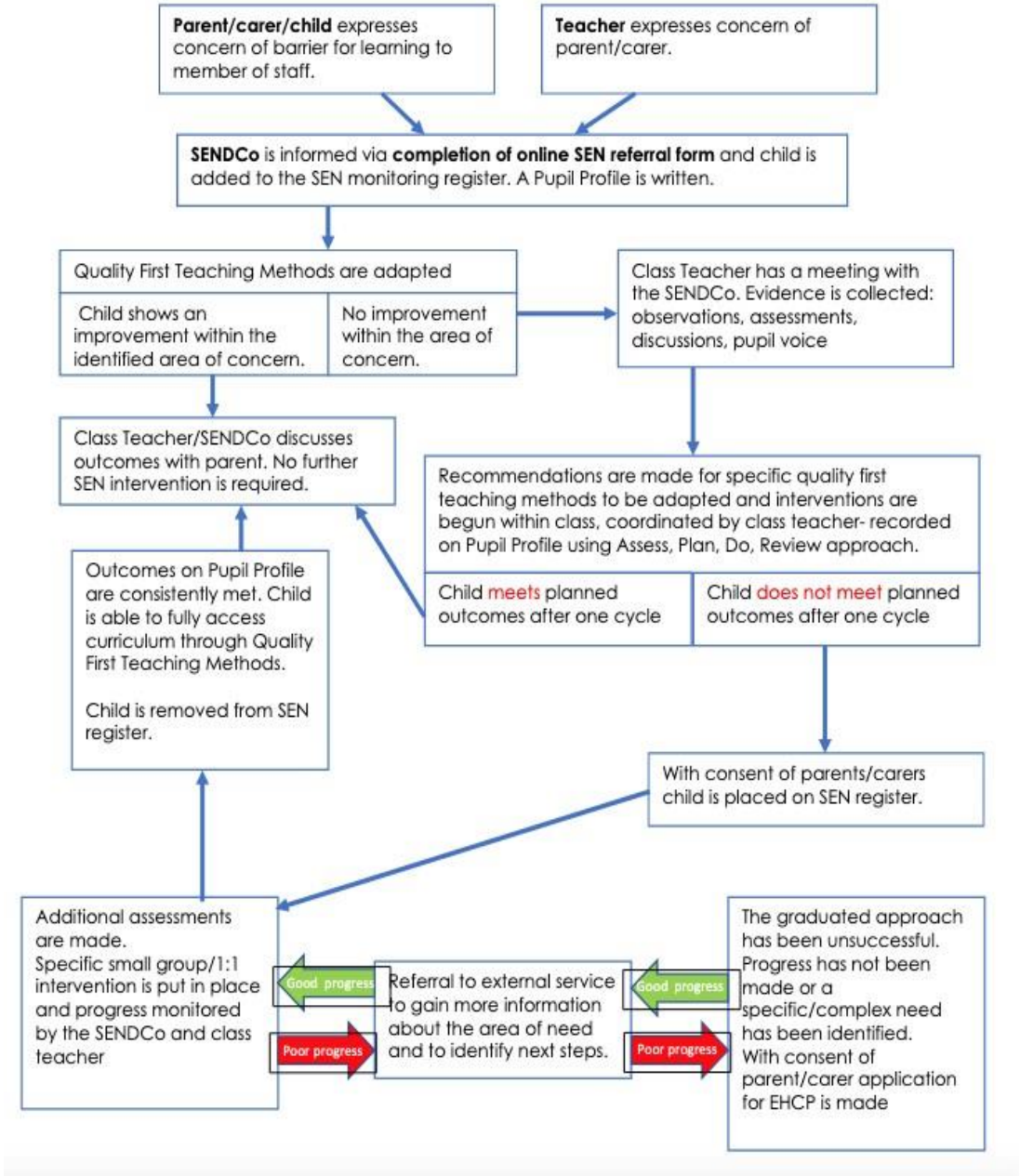
(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

The flowchart below sets out our procedure for identifying children with SEN.

Hethersett Primary School

Graduated Approach to supporting children with SEN



How are children with SEN supported at Hethersett Primary School?

Once a child has been identified as having a specific need, the school will provide them with support that is specific to their individual needs, beyond that provided in whole class Quality First teaching. It is the class teacher who is ultimately responsible in ensuring this is provided, with the support of the SENDCo, through use of a Pupil Profile. This is a document used to set targets and measure outcomes for the pupil and progress is reviewed termly. Additional support may also include;

Staff who will visit the school from the Local Authority central services

Sensory Service

Dyslexia Outreach

Family Matters

School to School Support

Speech and Language support

Specified individual support through the provision of an **Educational Health Care Plan (EHCP)**

This means your child will have been identified by the class teacher/SENDCo as needing **significant additional support.** This may be provided through additional resources and equipment, training to staff or smaller group support. **It does not automatically entitle children to additional funding for 1:1 Support.**

The EHCP document is reviewed annually, when a formal meeting between caregivers and practitioners is scheduled.

More information about EHCPs can be found here; EHCP Norfolk

Services currently paid for by the Health Service and delivered in school;

Speech and language therapy, School nurse, Point 1 Mental Health

Small, specifically targeted group work

Groups will either be run by the class teacher or a member of our Support Staff.

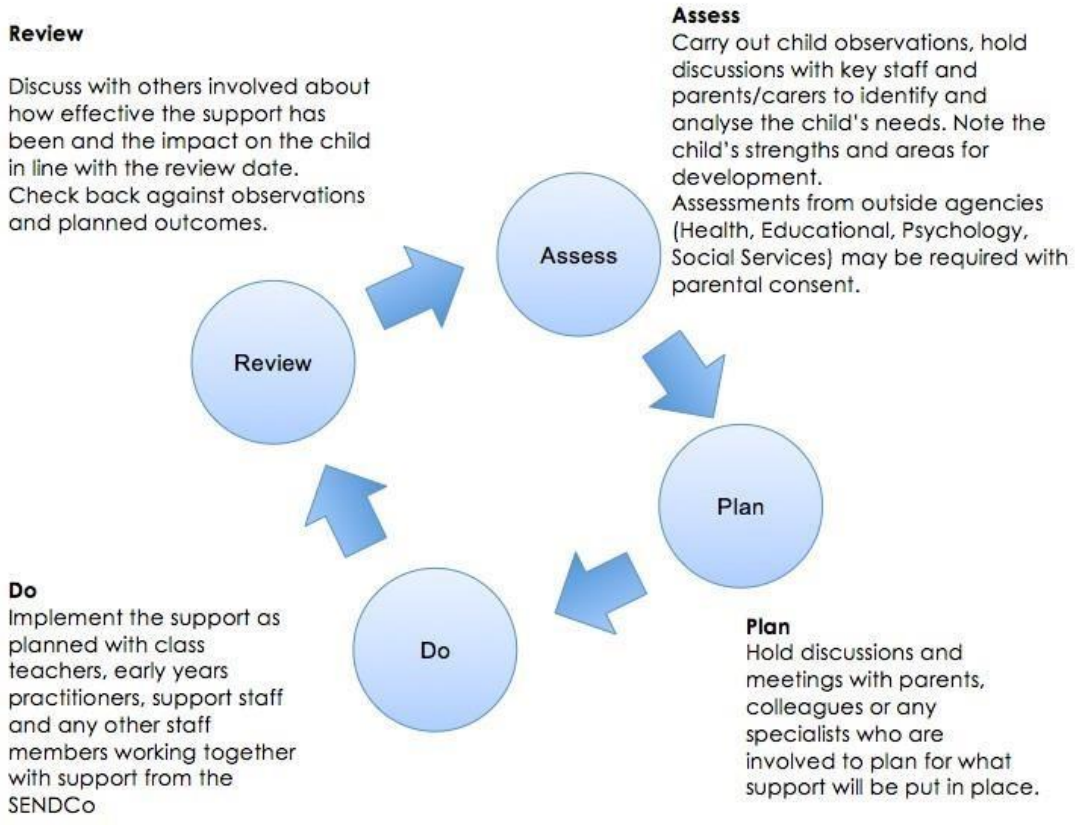
Specialist groups run by, or in partnership with outside agencies may also be used, e.g. Speech and Language therapy.

The impact of provision and interventions in school is monitored and reviewed by the SENDCo, to ensure their effectiveness.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. External moderation opportunities throughout the year also ensure that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the local authority and Ofsted.

- Assess, Plan, Do, Review

Once a child has been identified as having a specific Special Educational Need, the assess, plan, do, review approach is used to highlight their specific needs and monitor the progress they make.



Every SEN child is supported by the use of a Pupil Profile. Using the above approach, this records the individual provision, attainment and progress, alongside the interventions that may be in place to support their learning. Pupil Profiles are reviewed and updated every term and shared with parents at Parents evenings in October and February, or anytime upon request.

The progress that the Pupil Profiles measure is monitored by the SENDCo, who is able to ensure that we monitor the impact of the interventions put in place on learning across the whole school.

The SENDCo has termly meetings with the SEN Governor to discuss the SEN provision in school and the monitoring of provision and impact.

Extra support is allocated to children in school dependent on the current need. The SENDCo and Head Teacher meet regularly to discuss provision in school and review current SEN data and changes are made as needed. Discussions are held regarding,

- Children already receiving additional support
- Children who need additional support

- Children who have been identified as not making sufficient progress and decisions are made on the resources and support that is needed.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- 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
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Notes of these early discussions will be added to the Pupil Profile and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

➢ 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 term (recorded on Pupil Profile)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Devising and implementing an annual SEN Action Plan.

○ How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's teacher initially.

If your child is still not making progress, the concerns should be referred to the SENDCo, Victoria Burgess.

If you continue to feel that your child is still not making the progress you had hoped, you should speak to the Head Teacher or the school SEN Governor (contact details above).

○ Accessibility for all

All learners should have the same opportunity to access extra curricular activities. At Hethersett Primary School, we offer a range of additional clubs and activities. We ensure that equipment used is accessible to all children regardless of their needs and provide support with homework clubs, lunch clubs and access to the library at lunchtime, before and after school. Further information of clubs we offer can be requested from the School Office. We are committed to making reasonable adjustments to ensure participation for all, so please contact us to discuss specific requirements.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Hethersett Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions.

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child and will make sure that all records about your child are passed on as soon as possible. Transition to secondary schools will be discussed in the summer term of Year 5, to ensure time for planning and preparation.

Funding of SEND

Hethersett Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. More information about how much funding is allocated to the school can be found here; https://www.norfolk.gov.uk/children-and-families/sendlocaloffer/education-and-training-0-25/schools/sen-funding-for-schools

Any additional funding to support learning needs to be applied for to the Local Authority. This is assessed on a case by case basis

Complaints procedure

In the first instance complaints should be made to the Head Teacher.

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by visiting https://www.norfolk.gov.uk/childrenandfamilies/send-local-offer

Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Victoria Burgess our SENDCO on 01603 810498.

4. Monitoring arrangements

This policy and information report will be reviewed by Victoria Burgess **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.

5. Have your say

At Hethersett Primary School we are committed to working together with all members of our school community. This SEND Information Report has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of SEN provision, so please do contact us. The best people to contact are:

Victoria Burgess – SEND Coordinator (SENDCo) 01603 810498

vburgess@hethersettprimary.co.uk

Duncan Slack – SEND Governor

Matthew Parslow Williams – Head Teacher 01603 810498
head@hethersettprimary.co.uk

6. Useful Links:

Norfolk Local Offer https://www.norfolk.gov.uk/children-and-families/send-local-offer
EHCP information https://www.gov.uk/children-with-special-educationalneeds/extra-SEN-help
Norfolk SEND Partnership https://www.norfolksendpartnershipiass.org.uk/
SEND Guide for parents https://www.gov.uk/government/publications/send-guidefor-parentsand-carers
Just One Norfolk https://www.justonenorfolk.nhs.uk/

Reviewed: February 2023

Next review: February 2024

Hethersett VC Primary School empowers its children and their families to flourish and grow. Creativity, compassion, responsibility, the love of learning to gain knowledge and wisdom, combined with Christian values shape our inclusive education. Together we are stronger, respecting ourselves and others to create a successful and healthy future.

Keep your roots deep in him, build your lives on him, and become stronger in your faith, as you were taught. And be filled with thanksgiving. Colossians 2:7