



SCHOOL POLICIES

Special Educational Needs and Disabilities

This policy was adopted by the Governors on: March 2009

The last review of this policy was: July 2023

This policy is due for review on: July 2026

Signed Headteacher: N. Craddock

Signed Chair of Governing Body: D. Garside

Policy for SEND

1 Introduction

1.1 At Hudson our aim is to always use our best endeavours to ensure that we are able to identify and provide for those pupils who have special educational needs and are committed to providing a whole school approach to special educational needs and disability.

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have 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 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.

A child under compulsory school 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.

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

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. As a school we recognise that all teachers are teachers of SEND pupils. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision** to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these agencies include the Special Educational Needs and Inclusion Service (SENIS), Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and Child and Adolescent Mental Health Service (CAMHS)
- **Create an environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils. We encourage all children to develop skills, attitudes and dispositions that lead to successful learning. These are grouped under the acronym L.E.A.R.N. Therefore, great learners at Hudson, whatever their needs, will:

L Learn for life

E Explore new things

A Ask good questions

R Reflect and Improve

N Never give up

3. Educational inclusion

- 3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Special Educational Needs

4.1 When class teachers have concerns that a child may not be making good progress they will refer a child to the SENCO, Kerri McNally. The child's difficulties will be considered under 4 specific areas:

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory and/ or physical.

4.2 This SEN policy works alongside and in conjunction with the *Local Offer* offered by Sefton Local Authority. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, Deputy Headteacher/ SENCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities. *All teachers are teachers of children with special educational needs (SEN Code of Practice 2014).*

4.3 Teaching such children is therefore a whole school responsibility. Quality first teaching, which is differentiated and personalised should be available for ALL pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects falls significantly outside the expected range may have special educational needs.

4.4 Many pupils experience delay in their learning and may not make expected progress for a variety of reasons. Many will have differentiated work provided for them by their class teacher in conjunction with the targeted use of support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked 3 times per year by the school's tracking system and parents will be kept informed via parent teacher meetings and annual reports.

4.5 Once a potential special educational need has been identified, six types of action should be taken to put effective support in place and this is known as the *Graduated Approach*:

1. Assessment and Tracking: the class teacher will assess and track all children throughout the year using various systems. These will be monitored by the SENCO, Deputy and Headteacher.
2. Quality First Teaching: The class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN/D support. The child must receive the schools full Quality First Offer and evidence must be in place to show this. The teacher will provide extra support within class. This will be through extra differentiation and possibly TA support if necessary. The class teacher will remain responsible for the child on a daily basis. If the pupil is not making expected progress then the SENCO and class teacher will work together to identify what area of difficulty the child has. This would fall under one or more of the broad areas of SEN/D noted above. The teacher and SENCO will then agree a range of strategies and resources to help the child overcome their difficulties. If the child is still making little or no progress then the class teacher and SENCO will move to Step 3.
3. Enhanced Quality First (in class support): This is where the interventions involve group or 1-1 teaching. If the intervention is being run by a member of support staff the class teacher still remains responsible for the child's targeted planning and support. If progress is being made then the child will return to step 2, with close monitoring. If no progress is made then step 4 will be followed. Clear monitoring and tracking will continue.
4. Intervention (SEN/D support): the child will also receive long term interventions in school such as Lexia, additional phonics, additional booster sessions outside of the main class teaching. These may be small group or individual work. The class teacher and SENCO will discuss steps and support to help the child make progress. This will be a discussion about what interventions and support the child may need to help their area of SEN/D. It may also include access arrangements if appropriate. Clear monitoring and tracking will continue.
5. Cause for Concern (additional SEN/D support): At this point the child will have been identified by the class teacher and Senior Leadership Team as a cause for concern due to the lack of progress in one of the four areas of SEN/D. At this stage parents will be informed as there may be need for outside agencies to become involved to offer advice and support to the class teacher on how best to move the child forward. Parents must be notified whenever it is decided that a pupil is to be provided with other agency support.
6. SEN/D: at this stage the child will have been identified as having a clear SEN/D difficulty. Clear monitoring and tracking will continue within school and other agencies. This will also be the stage that may require High Needs Funding and the final stage within school of an Education, Health Care plan. (EHC)

Throughout all stages and steps children will be monitored and tracked every half term by the class teacher, Deputy/SENCO and Headteacher. The Deputy/SENCO will monitor each term and discuss targets with the class teacher. Parents and children where possible will also be invited to target setting and a meeting should take place with the SENCO and where possible the class teacher. Children may skip steps if essential and can move forwards and backwards at any given time when necessary. All steps will fall under the Assess, Plan, Do and Review criteria.

5. The role of the SENCO

In our school the SENCO (Kerri McNally), who is also the Deputy head teacher:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff
- contributes to the leadership team
- completes any necessary paperwork

6. The role of the governing body

6.1 The identified SEN Governor (Claire McDonough) is encouraged to take a full, challenging role regarding the progress of these children with both the SENCO/Deputy and Headteacher.

6.2 The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.

6.3 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult Children's Services and other schools, when appropriate, and report annually to parents via the School Profile on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

7. Allocation of resources

7.1 Schools have an identified amount in their overall budget, called the notional SEN budget, however they are not expected to meet the costs of more extensive support from core funding. At Hudson we aim to provide additional support, reflecting each individual SEN child's needs up to the nationally prescribed threshold per pupil per year. However, when the costs exceed this level then an application will be made to Sefton Council who may agree to provide Top-Up/ High Needs Funding, if evidence of a graduated approach is in place. This would need to include clear costs of what school is providing and what is in excess of the threshold.

- 7.2 The senior leadership team is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs or Education and Health Care Plans.
- 7.3 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 7.4 The Headteacher, the deputy head and the SENCO meet regularly to agree on how to use funds directly allocated to individual pupils and group interventions.

8. Partnership with parents

Hudson Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively.

In cases where more frequent, regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The schools SEN Governor may be contacted at any time in relation to SEN matters

9. Monitoring and review

- 9.1 Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice
- 9.2 SEN provision and interventions are recorded on class provision maps where the child is working at stages 1 or 2 and then on individual provision maps for stages 3,4,5 and 6. These are updated by the class teacher when an intervention is started or completed. These interventions are monitored and evaluated termly by the SENCO and information is fed back to staff, parents and governors. This helps to identify whether the provision is effective.
- 9.3 The governing body reviews this policy every two years and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.