



Siddal Primary School SEND Policy



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Lead professional:	Head of School
Status:	Statutory

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1. Aims

Our SEN policy and information report aims to:

- 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

All pupils should be given equal opportunity to develop their talents and abilities to their full potential, both inside the and outside the classroom. Every pupil, including those with SEND will have the opportunity to do this through the formal and extra-curricular curriculum.

At all stages, the wellbeing of the individual is paramount. These aims are met by a whole-school approach to Special Educational Needs provision with all teaching and support staff taking responsibility for meeting individual needs through High Quality First Teaching. The school will also develop and implement accurate and timely interventions to support all pupils, including those with SEND reach their potential.

2. Legislation and guidance

All schools in the Trust:

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-Ordinator's (SENCOs) and the SEN information report

This policy also complies with the Trust and schools funding agreements and the Trust articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs L Aaron

They will:

- Work with the Head of School / Senior Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 (LA) 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 SEN up to date

4.1 The SEN Trust Director

The SEN Trust Director will:

- Help to raise awareness of SEN issues at Trust Board Meetings
- Monitor the quality and effectiveness of SEN Governors in the Trust LGBs and report to the Board on this
- Work with the CEO to support the strategic development of the SEN Policy

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head of School and SENCO to monitor the implementation of the SEN policy and provision in the school

4.3 The Head of School

The Head of School will:

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

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

The schools in the Trust currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. This notification and agreement will in turn, where appropriate based on the age and understanding of the child involve meeting the child to explain the support they will receive.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

These session/s are supported by the home school staff meeting together with the parents at the new school. This is the very much the base offer for a child and their family a bespoke more detailed approach is undertaken based on the child's and family's needs.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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

We will also provide the following interventions (this is not an exhaustive list, but instead demonstrates the broad range of interventions in place):

- Adaptive curriculum
- One to one support (academic)
- Small group support (academic)

- One to one support (emotional)
- Small group support (emotional)
- External expertise / agency involvement
- Family support

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please see the School's Accessibility Plan for more details.

5.8 Additional support for learning

We have 11 teaching assistants who are trained to deliver interventions such as Beat Dyslexia, Social Use of Language Programme (SULP), Better Reading, Toe-by-Toe, Fine Motor Intervention, Speech and Language Therapies (Black Sheep).

Teaching assistants will support pupils on a 1:1 basis when there is a high level of need or a bespoke intervention is required.

Teaching assistants will support pupils in small groups wherever possible where this meets need.

We work with the following agencies to provide support for pupils with SEN:

Calderdale SEND Team

SENDIASS <http://www.calderdalesendiass.org.uk>

Unique Ways <http://www.uniqueways.org.uk>

5.9 Expertise and training of staff

Our SENCO has 15 years experience in this role and has worked as SENCO in 3 different Primary Schools.

They are allocated 3 hours a week to manage SEN provision.

We have a team of 11 teaching assistants, including 1 higher level teaching assistant (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in recognising social emotional and mental health difficulties in children, Dyslexia awareness and dyslexia friendly classrooms, ASD – strategies to support pupils on the autistic spectrum, Social Use of Language Programme (SULP) and Positive Behaviour Management.

We use specialist staff for ASD interventions, behaviour support /nurture work and speech and language therapies.

5.10 Securing equipment and facilities

Each school in the Trust has a SEN budget. This budget is drawn from pupil funding and is supported through other grants. This budget is reviewed annually and adjusted based on the type and level of provision required to fulfill the SEND pupils' cohorts needs. This budget is spent on staffing, physical resources.

5.11 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
- Reviewing the impact of interventions termly
- Using pupil questionnaires / feedback from meetings
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils (and their families) with EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in all events related to the formal curriculum and through each schools extra-curricular offer

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Arrangements for the admission of disabled pupils

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- Each school's oversubscription criteria prioritises pupils with disabilities
- No child with SEND will be disadvantaged in regard to their admission to any of the schools in the Trust because school's oversubscription criteria states:
 1. Pupils in public care (Children Looked After), or pupils who were looked after, but ceased to be so because they became adopted or became subject to a child arrangement or had a special guardianship order right after being looked after.
 2. Pupils who were previously in state care outside of England and have ceased to be in state care as a result of being adopted.
 3. Children with education, health and care plans (EHCPs) naming the school.

5.15 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council / school leadership

- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- Pupils with SEND at the Trust secondary school/s are also encouraged to attend the learning centre and associated spaces to encourage teamwork/building friendships in a safe and managed space
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

All schools in the trust are open to and encourage working in partnership with other agencies. This partnership working is central to ensuring that we make the most efficient use of the services on offer and devise plans that ensure that external services cohabit effectively with the support offered by the school. A list of services is below, this is not an exhaustive list, but instead demonstrates the range of agencies and external services schools work with:

- Speech and Language therapy
- Occupational Therapy
- Physiotherapy
- CAMHS
- Play Therapist
- Educational Psychology
- School Nursing team
- Behaviour and Attendance Service
- Sensory Impairment Service
- ASD outreach
- Play Therapist
- Early Years Support team
- Family Support
- Parent Partnership Services

5.15 Complaints about SEN provision

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

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

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

5.16 Contact details of support services for parents of pupils with SEN

Calderdale SEND Team SENDSupport@calderdale.gov.uk

SENDIASS <http://wwcalderdalesendiass.org.uk>

Unique Ways <http://www.uniqueways.org.uk>

5.17 Contact details for raising concerns

Mrs L Aaron – 01422 354976 senco@siddal.polarismat.org.uk

5.18 The local authority local offer

Our contribution to the local offer is on the website

Our local authority's local offer is published here:

<https://www.calderdale.gov.uk/v2/sites/default/files/Core-Offer-update-October-2018.pdf>

6. Monitoring arrangements

This policy and information report will be reviewed by the school's local governing body **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.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives