



HUNTINGTON PRIMARY ACADEMY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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|--------------------------------|------------------------------|
| Signature of Chair of Trustees | Steve Botham |
| Signature of Headteacher | Jenny Holton |
| Date Approved by Trustees | 5 th October 2022 |
| Review Date | October 2024 |
| Review Period | Annual |

SECTION A: Academy Arrangements

Headteacher: Mrs Jenny Holton

SEND Trustee: Mrs Jessica Charters

Deputy Headteacher: Mrs Anne Forman

SENDCo: Mrs Charlotte Brett

Everyone at Huntington Primary Academy strives to create a stimulating, happy and secure environment, in which all children are valued equally and encouraged to achieve their full potential. We strive to be a fully inclusive school and welcome all pupils, including those with special educational needs or disabilities (SEND). We believe that all pupils **can** and **will** be successful in our Academy.

INTRODUCTION

- This policy was revised and updated in September 2017 and is in line with the; **“Special educational needs and disability code of practice: 0 to 25 (January 2015)”** which provides statutory guidance for organisations that work with and support children and young people with special educational needs or disabilities.
- In our school, a broad, balanced and relevant curriculum is provided for all children, based on the National Curriculum 2014. Teachers aim, through their planning, to meet the particular needs of individuals and groups of children. They then provide appropriate differentiated activities and challenges, to help children meet diverse learning objectives. Some pupils are working below age related expectations and may require time limited group interventions to help them 'catch up'. Children who experience significant or on going difficulties in accessing learning may have special needs and may require some specific individual provision. Such children may need different help from that given to other children of the same age.
- 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.
- The views of parents and staff have been taken into account in the formulation of the policy.

AIMS

The aims of this policy are;

- To create an environment that meets the special needs of each child and ensures that reasonable adjustments are made so that disabled pupils are 'not at a substantial disadvantage compared with their peers.'
- To ensure that the special educational needs and disabilities of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process
- To ensure that pupils make good progress and achieve well

DEFINITIONS

This school accepts and adopts the definitions for special educational needs and learning difficulties and special educational provision as laid out in the; **“Special educational needs and disability code of practice: 0 to 25 (January 2015)” DFE Introduction: paragraphs xiii and xiv.**

“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 him or her.”

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of children of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post -16 institutions “”.

Children and young people with SEN may also have a disability under the terms of the Equality Act of 2010 – that is...” a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities”

ROLES AND RESPONSIBILITIES

At Huntington Primary Academy, provision for pupils with special educational needs and disabilities is a matter for the whole school:

The Academy will:

- Ensure the early identification of pupils with SEND
- Personalise learning to meet the needs of all pupils
- Provide a structured cycle of assessment, planning, ‘doing’ and reviewing through which pupils with SEND can be supported.

The Trustees will- work to secure the necessary provision for any pupils identified as having special educational needs by;

- Agreeing policy, taking into account the Code of Practice and statutory frameworks
- Delegating responsibility for the implementation of the SEND policy to a named trustee and Headteacher
- Taking a strategic overview of the budget and ensuring that SEND monies are spent appropriately

Our Headteacher will – have responsibility for the day to day management of all aspects of the school’s work, including special educational needs by;

- Overseeing and reporting on the implementation of SEND policy
- Delegating responsibility for the effective operation of the policy to the SENDCO
- Liaising with the trustees and SENDCO to monitor the effectiveness and efficiency of the SEND policy, using all available data/information as the evidence base.

Our SENDCO (Special Educational Needs and Disabilities Coordinator) will - have responsibility for the operational management of the special needs provision within the school by;

- Overseeing the effective day to day operation of the policy
- Reporting to the Headteacher and the Senior Leadership Team on the success of the policy and its operation, using all available data as the evidence base

- Ensuring SLT colleagues are fully briefed on SEND matters
- Supporting teachers as and when required
- Managing teaching assistants and ensuring they are targeted to areas of need
- Compiling and maintaining the SEND register and SEND documents
- Ensuring staff development within SEND, through Professional Development meetings and in-service training
- Ensuring the Code of Practice is followed and checking that the required documentation is kept and the appropriate action is being taken
- Ensuring APDR's are drawn up by teachers and monitoring the quality and appropriateness of these
- Ensuring meaningful school contact takes place with parents at all stages of support, and at least once each term
- Liaison with support services (Statutory from LA and additional services 'bought in' by the Academy)
- Liaison with curriculum co-ordinators and class teachers to ensure SEND pupils needs are met
- Ensuring the necessary stock and equipment are available through the SEND budget
- Liaising with and reporting to SEND Trustee on all SEND matters
- Teaching or assessing certain individual or small groups of children with SEND
- Holding teachers to account for the progress of pupils with SEND at termly 'Pupil Progress Meetings', ensuring that all pupils with SEND make progress at least in line with their peers

Our Class teachers will –

- Ensure that arrangements for children comply with SEND policy
- Oversee and keep full and clear records of all children in the class
- Involve the child in the 'assess, plan, do and review' cycle (APDR)
- Inform the SENDCO of all children with any special educational needs and keep the SENDCO briefed on any work being done
- Consult parents at an early stage and maintain regular communication with them about the child's progress
- Draw up, maintain and evaluate the impact of educational programmes and APDR's
- Manage the day to day support given by the teaching assistants assigned to individual pupils or groups of pupils.
- Ensure that all pupils with SEND make progress at least in line with their peers,

Our Teaching Assistants will–

- Support individual or groups of pupils with SEND under the direction of the Classteacher and/or SENDCO
- Provide feedback on pupils' responses and progress to classteachers, the SENDCO, parents and other professionals as appropriate through formal/informal reviews
- Follow APDR's with individual children when required, keeping a detailed record of the child's approach/success/difficulties with these
- Involve the child in the 'assess, plan, do and review' cycle and gather the child's views through informal 'pupil voice' sessions

Our Curriculum Subject/Group Leaders will–

- Ensure policies and curriculum provision cater for children with SEND
- Support Classteachers as and when required

Our Parents will:

- Be active and valued parties
- Be consulted and kept informed of progress/developments
- Be supported and encouraged to help their children make progress

Our Pupils will:

- Be consulted in the 'assess, plan, do and review' process
- Be encouraged to realise that improving, encountering and overcoming difficulties is a vital part of learning
- Be encouraged to share their ideas and views

ADMISSION ARRANGEMENTS

Huntington Primary Academy strives to be a fully inclusive school. We recognise that children with SEND and/or a disability have a right to the same learning opportunities and experiences as their peers. All pupils are welcome, including those with special educational needs. We work closely with the Local Authority and implement the Local Admissions Code.

FUNDING

As an Academy, Huntington Primary will receive funding for the following directly from the DFE:

- The base budget which covers teaching and curriculum expenses as well as some costs of the SENDCO role
- The delegated SEND budget which covers the additional support required, including the costs of teaching assistants
- In addition, the LA has statutory obligations to provide services to support children and young people at SEND threshold band 3 and above. The Education, Health and Care Panel allocate funding and personalised packages for children and young people who require support beyond the core funding received from the DFE
- Some pupils with SEND may be in receipt of pupil premium monies. These monies may be used to provide additional support or enhanced provision to meet their individual needs

IDENTIFICATION, ASSESSMENT AND REVIEW (ASSESS, PLAN, DO, REVIEW CYCLE)

At our Academy we recognise that children's' special needs do not always fall into hard and fast categories but we accept that their requirements usually fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Assessment

Pupils are assessed as part of the high quality personalised teaching and learning provided for all pupils (Wave 1) in our Academy we use a range of monitoring and assessment activities to identify children with SEND as early as possible so that we can best meet their needs.

These include:

- Ensuring that EYFS teachers record any appropriate information received from pre-school providers and parents and act on these

- Ensuring that Foundation Stage pupils' abilities are assessed in all the six areas of learning within their first few weeks at school (Baseline Assessment)
- Ensuring that Foundation Stage teachers record children's progress through observation and assessment in a Foundation Stage profile which becomes effective as a child starts school
- Ensuring all teachers of pupils from Y1 upwards use key performance age related indicators to support judgements about levels of ability and progress. Also, pupils will have summative assessment tasks and/or tests in English and maths to determine areas of strength and weakness.
- Using data from KS1 and KS2 SAT's to track progress and benchmark against local and national comparators
- High quality developmental marking of pupils work which clearly indicates what they need to do to improve
- Monitoring of each child's progress in the classroom
- Pupil progress meetings to review individual pupils and plan next steps

Any child who is not 'on track' to meet age related expectations is identified and will either:

- Receive additional 'catch up provision planned and delivered by class teachers and support staff(Wave 2) or
- Be placed on the SEND Register if appropriate. Children placed on the SEND Register may receive additional 'Wave 3' interventions either individually or in a group.
- The classteacher will inform the parent or vice versa at the earliest opportunity to alert them of any concerns and enlist their help and participation. Also, the classteacher will inform the SENDCO of their concerns and put in place a carefully structured plan to address these

Levels of support

From April 2014 **SEN funding band thresholds** have been implemented as part of the Special Educational Needs and Disability (SEND) reforms. There are 7 bands (0-6). These bands describe the level of need of a child and the support the child or young person should be offered. The bands will be used by staff and parents to make a judgement on the appropriate level of support a child will need.

The banding thresholds describe the following levels of support for a child or young person.

Level 0 needs are well met through appropriate differentiation of the task, outcome and teaching style in a mainstream classroom

Level 1 identified additional needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENDCO

Level 2 identified needs that require additional specific provision. At level 2 the advice and support will be sought from other agencies from education, health and social care. A '**My Support Plan**' may be prepared which clearly identifies agreed outcomes for a child and actions needed. This will be reviewed on a regular basis

Level 3 significant needs which impact on progress requiring long term involvement of education and non-educational professionals as part of statutory assessment and implementation of an **Education, Health and Care Plan (EHP)**

Level 4 a range of significant issues and layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive needs

Level 4b as above but with a personalised package of support requiring specialised provision or specialist teaching through an Enhanced Resource Provision

Level 5 significant life-long learning difficulties for which specialist provision is appropriate

Level 5b highly significant and complex life-long needs requiring intensive specialist provision

Level 6 all of the above but the complex needs are such that they cannot be met in a school within York i.e. the child or young person will attend a non-maintained educational or residential placement (out of area). This may also include support for health and social care issues.

EVALUATING SUCCESS

- The success of the school's SEND Policy and provision is evaluated through:
- Monitoring of classroom practice by the SLT and Curriculum Leaders, which includes SENDCO
- Analysis of pupil tracking data and test results (including the use of P scales) for individuals, classes and cohorts of pupils – is the gap being narrowed?
- Monitoring of procedures and practice by the SEND Trustee
- Accurate School Self Evaluation
- The LA moderation process of statutory assessment processes/outcomes
- The impact of interventions/differentiated provision on the progress and attainment of pupils with SEND (including monitoring the effectiveness of programmes for closing gaps in attainment with peers)
- Discussion in Pupil Progress Meetings

ARRANGEMENTS FOR COMPLAINTS

By working closely and in genuine partnership with families we would hope any differences of opinion can be resolved informally. However we also have a formal process for complaints which is outlined below:

Any complaints regarding SEND should be addressed to the class teacher in the first instance. If the situation is not resolved then the next step would be to meet with the Team Leader.

Should the issue still not be resolved, a further meeting will take place with the class teacher, Team Leader and SENDCO.

The final step of the 'in house' complaints process would be to contact/meet with the Headteacher.

If this process has been exhausted with no resolution to the issue, then parents may contact the Board of Trustees through the Chair of the Trustees at the Academy.

Independent advice is available from the York SEN and Disability Information Advice and Support Service (formerly known as Parent Partnership Service) provided by the LA. Contact details can be obtained from the school SENCO or at

<https://www.yorksendiass.org.uk/>

SECTION B: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

STAFF DEVELOPMENT

At Huntington Primary Academy all teaching staff and support staff are encouraged to take part in appropriate training courses. In-service training will be delivered by the SENDCO and/or a range of specialist providers (which may include Local Authorities). Also, outside agencies may lead training on SEN during whole school INSET days, usually as reflected in school improvement or implementation plans. All staff are involved in Performance Management as part of their continuing professional development and pupil progress is a key strand of all staff performance targets.

PARTNERSHIP WITH PARENTS

At Huntington Primary Academy all staff understand that parents play a crucial role in enabling children with SEND to achieve their potential. Parents will be involved at each stage of the child's support. If the school has any concerns about a child's progress, the parents will be informed by the class teacher, strategies of support discussed and plans put in place.

Parents of children at Band 1 will be informed of targets for their child's APDR at the autumn, spring and summer term parent consultation meetings, and offered an opportunity to be fully involved in implementing and reviewing the APDR.

Parents of children at Band 2 will be given the opportunity to discuss APDR's and progress with the SENDCO, the class teacher and other agencies termly, half yearly or annually as appropriate.

Parents of pupils with Education Health Care Plans will usually be given the opportunity to discuss APDR's and progress with the SENDCO, the class teacher and outside agencies (as appropriate) in two termly reviews and one Annual Review, where everyone involved with the child would usually attend the meeting and/or write a written report on the child. Pupils views will always be sought.

WORKING WITH OUTSIDE AGENCIES

Some children with SEND may require support or intervention from specialist outside agencies. These agencies may include:

- Educational Psychologists
- Social Services
- Local Authority Services
- General Practitioners
- School Health Service
- Community Paediatricians

PUPIL VOICE

At Huntington Primary Academy, we encourage pupils to participate in learning through self evaluation of their progress from EYFS onwards. Children with special educational needs discuss their APDR targets with an adult, either their class teacher, a TA or the SENDCO. Targets are put in simple language to facilitate understanding. Pupils then continue to assess their own progress towards meeting the targets on their APDR either independently or with an adult. Also, they will be involved in discussions about the targets for their next APDR.

TRANSFER ARRANGEMENTS

Huntington Primary Academy has good links with Huntington School, Joseph Rowntree School and the feeder pre-schools. The SENDCO from the secondary schools visits Huntington Primary Academy to discuss the needs of SEND pupils and meet them prior to transfer in the following September.

All records are sent to the receiving school. Parents of children with special needs are welcome to meet the SENDCO of the secondary school before transfer to discuss their child. EYFS staff from the Academy visit pre-schools, meeting children and staff prior to the transition programme into school beginning.

EYFS teachers usually make relationships with children with special educational needs making the transition to primary education on their pre-school visits. Teachers or the SENDCO may attend transition meetings in the summer term before full time entry to the Academy in the following September.

When pupils with SEND transfer to or from other Primary Schools the relevant documentation will be transferred and there will be discussions with the receiving SENDCO.

Wherever possible the SENDCO of the relevant secondary school attends the reviews in Huntington Primary Academy of any Y6 pupils with My Support Plans or Education Health and Care Plans to facilitate a smooth transfer between schools.

Policy Review

This policy reflects current statutory guidance and legislation.

It will be reviewed bi-annually but such reviews may be brought forward in order to keep abreast of changes in legislation or guidance.



HUNTINGTON PRIMARY ACADEMY

SEND Policy ~ HISTORY OF CHANGES

| <u>Date of changes</u> | <u>Details of changes</u> |
|-------------------------------|---|
| May 2015 | Updated from the SEN Policy to take into account the new guidelines |
| September 2017 | Updated by Charlotte Brett, minor changes ie. Change of names and IEP references changed to APDR references |
| November 2020 | Minor update and date changed. |
| September 2021 | Minor update and dates changed. |
| October 2022 | Minor update and names changed. |
| October 2023 | Minor update and names changed. |

Huntington Primary Academy ~ Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

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|------------------------------------|---|---------------------------------|--------------------------------|--|
| Policy Title SEND Policy | The aim(s) of this policy Clear guidance on special educational needs procedures in our academy | Existing policy (✓) ✓ | New/Proposed Policy (✓) | Updated Policy (✓) ✓ updated November 2020 |
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|---|--------------------|------------------------------|----------------------------|----------------------|-------------------------------|-----------------------------|-------------------------------|
| This policy affects or is likely to affect the following members of the school community (✓) | Pupils ✓ | School Personnel ✓ | Parents/carers ✓ | Trustees ✓ | School Volunteers ✓ | School Visitors ✓ | Wider School Community |
|---|--------------------|------------------------------|----------------------------|----------------------|-------------------------------|-----------------------------|-------------------------------|

| Question | Equality Groups | | | | | | | | | | | | | | | | | | Conclusion | | | | | | | | | | |
|--|---|---|----|------------|---|----|--------|---|-------------|-----------------|---|------------------------------------|------------------------|---|----|------|---|----|--------------------|---|-------------|--------------------|---|----|--|--|---|-----|----|
| Does or could this policy have a negative impact on any of the following? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'yes' or 'not sure' | | | | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | | | | | |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | Yes | No |
| Does or could this policy help promote equality for any of the following? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | | | | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | | | Y | N | NS |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | Yes | No |
| Does data collected from the equality groups have a positive impact on this policy? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | | | | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | | | Y | N | NS |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | Yes | No |
| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preliminary EIA completed by | | | | | | | | | Date | | | Preliminary EIA approved by | | | | | | | | | Date | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |