

SEND Policy

Harrold Primary Academy



Harrold
Primary Academy

1. Aims

At Harrold Primary Academy, we believe that every child has the right to learn in a safe, happy and stimulating learning environment. We aim to do this by developing curiosity, encouraging responsibility, celebrating perseverance, embracing resilience and promoting independent thinking in all our children.

Our SEND and Information policy aims to:

- Set out how our school makes provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Highlight how pupils achieve their best.
- Set the process for successful transition.
- How the school will use all resources appropriately and effectively to meet the needs of SEND pupils.
- How all pupils have full access to a broad and balanced curriculum.
- Explain the whole school approach to SEND and the working partnership between school, the pupil, home and all relevant agencies.
- Set out how the learning experiences enable pupils to reach their full potential, including quality first teaching and personalised differentiation.
- To create a positive atmosphere wherein pupils can develop confidence and self-respect.
- To ensure pupils and staff receive specialist support, as appropriate.
- These aims are all underpinned by an individual provision map.

Objectives

- To ensure all practice and procedures within the Federation in relation to SEND fully comply with the SEN Code of Practice and relevant legislation.
- To identify pupil with SEND as early as possible.
- To hear the voice of the pupils and their family so that both are active partners in building and implementing the support needed by the pupils. Parents and pupils are invited to complete reflection sheets when end of year reports are available.
- To remove barriers to learning so that appropriate outcomes can be achieved.
- To ensure classroom teachers are informed of a pupils' needs and deliver high quality teaching targeted at a pupils area of weakness using personalised provision maps.
- To monitor and review progress termly of pupil with SEND.
- To communicate regularly with parents and pupils regarding their progress.
- To involve outside agencies to provide the necessary support for pupils.
- To advise on strategies to develop competency in basic skills where appropriate.
- To work collaboratively within the Federation and outside to support the Local Offer.

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

- [Equality Act 2010](#)

This policy also complies with our funding agreement and articles of association.

The school must:

- Endeavour to make sure that a pupils with SEND get the support they need – this means we must do all we can to meet a pupils' SEND
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- Designate a teacher to be responsible for coordinating SEND provision (SENCO)
- Inform parents when they are making special educational provision for a pupil.
- Prepare a SEND information report and their arrangements for the admission of disabled pupil, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to enable access to the school for disabled pupil and its accessibility plan showing how access is planned to be improved over time.
- The Federation and the school are very mindful of their duties and responsibilities under the Equality Act 2010 and are fully committed to both avoiding discrimination and promoting equality for all pupil. Further details are set out in the SAF's Equality policy. We seek to ensure that wherever possible any pupils with Special Education Needs or a disability joins in the activities of the school, together with those who do not have a special educational need or disability.
- Disability is defined in the Appendix. Pupils with a disability will not necessarily have SEND but there is a significant overlap between pupils with disabilities and with SEND. Where a disabled pupil requires special educational provision, they will be covered by the SEND definition.
- Under the Act, all schools must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The school takes appropriate advice from any relevant professional or charitable bodies associated with a particular need or disability. These duties are anticipatory, and as a result all schools consider what disabled pupil might require and what adjustments might need to be made to prevent disadvantage.
- In addition, all schools are subject to the Public Sector Equality duty.

3. Definitions

A pupil has SEND 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 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.

Identification

- Our aim is to know pupils well and to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and support programmes that may be required. We want to develop each pupil's as a whole person with the skills and competencies necessary for his or her future life roles.

As a school we will endeavour to identify and respond to SEND at the earliest opportunity. Pupils with special educational needs and disabilities will be identified in a variety of ways. These may include:

- Assessment of a pupils' skills and levels of attainment on entry, in the form of an Early Years baseline;
- Assessment on entry of whether a pupil has a disability under the Equality Act and if so what reasonable adjustments may need to be made;

- Information supplied by the pupil's predecessor school;
- Information supplied by parents, a doctor or other agency;
- Pupil not making the expected level of progress in their learning. All pupils are assessed at least termly. This could mean the pupil's progress is considerably slower than that of their peers, starting from the same baseline; it could mean that rates of progress slow down over time.
- Pupil not making progress in areas other than learning and attainment such as forming friendships and developing social skills to make a successful transition into adult life.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sharon White

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Academy Principal

The Academy Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Higher Level Teaching Assistant

When in role the Higher Level Teaching Assistants work in the same way as teaching assistants but are also responsible for;

- Delivering lessons to small groups or one to one
- Leading good practice for teaching assistants,
- Oversight of intervention measures of impact for pupil progress.
- Championing vulnerable pupil in the subject are they are linked to (English, maths, science, Core Support)

4.6 Teaching Assistant

Teaching Assistants work closely with and support class teachers in the early recognition, assessment and testing of children. The team works in partnership with the pupils, parent, staff and any relevant outside agency.

- The Teaching Assistants work to and receive instruction from the relevant member of the Senior Leadership Team, class teacher and SENDCO and are responsible for:
- Helping pupils to cope with broad-based curriculum and to make progress through the National Curriculum.
- Supporting the pupil by drawing on knowledge of various forms of SEND.
- Developing an understanding of the specific needs of the pupil concerned.
- Taking into account the SEND involved, aiding the pupils concerned to learn as effectively as possible both in group situations and on his/her own by:
- Clarifying and explaining instruction; particularly external and internal assessments;
- Providing additional encouragement and praise to promote self-esteem, motivation and concentration;
- Giving access to appropriate resources and encouraging independent use;
- Testing, assessing and reviewing the needs of the individual child;
- Setting achievable targets in a 'small steps' approach;
- Ensuring the child can use equipment and materials provided;
- Motivating and encouraging pupils as required;
- Assisting in weak areas; e.g. language, behaviour, reading, spelling, handwriting/presentation etc.;
- Offering counselling when needed;
- Helping pupils to concentrate on finishing the work set.
- When assisting in support and integration of SEN pupils in areas of mainstream school, the teaching assistants will:
 - ✓ Meet physical needs as required whilst encouraging independence.
 - ✓ Establish a supportive relationship with the pupil concerned
 - ✓ Encourage acceptance and integration of the pupils with SEND
 - ✓ Develop methods of promoting/reinforcing pupil' self-esteem.

When supporting the class teacher, the teaching assistants will:

- Assist, with class/subject teacher input (and other professionals as appropriate), in the development of a suitable programme of support for pupils with SEND.

- Participate in the evaluation of the support programme by maintaining records
- Provide regular feedback about the pupils to the teacher

Generally, the teaching assistants will:

- Liaise, advise and consult with other members of the team supporting the pupil
- Where appropriate develop a relationship to foster home/school links
- Contribute to reviews of the pupil's progress
- Attend relevant in-service training
- Be aware of school procedures

External Agencies

The school can access a range of services to support a pupil's. This will include, for example, the education psychology service and the school nurse. We also have staff who can both provide support and recommend external providers.

Parents

Support from parents is instrumental in ensuring that the right interventions are used. The school will work closely with parents in both identifying SEND and putting in place the appropriate support.

Parents are asked and encouraged to:

- Talk to their children about the learning;
- To contact the class tutor with any initial concerns regarding their child's learning or rate of progress;
- Where techniques or support strategies have been identified as appropriate to be used at home, use their best endeavours to make sure that these take place;
- Look at the information and data sent home with their child;
- Attend parents' consultation and academic tutor appointments, preferably with their child;
- To contact the SENDCO with concerns and questions regarding their child's SEND;
- Take part in SEND meetings for their child.

Legal Status	Statutory
Approved by	Principal
Date	November 2020
Next review	November 2022
Further information	Tracy McDonagh, Clerk to the Governors.