



Hesketh-with-Becconsall All Saints Church of England Primary School



Proud to be part of the **Learning Together Trust** family of schools

SEND Policy

2024-2025

Headteacher: Mrs. Ainsworth

SENDCo: Mr. Wright

SEND Governor: Mrs. Fairbrother

Please contact the School Office on 01772 812630 if you wish to discuss your child's needs with us or email via the school office: bursar@hesketh-with-becconsall.lancs.sch.uk

SEND Policy

At Hesketh-with-Becconsall All Saints CE Primary School, all pupils regardless of their particular need, are offered inclusive teaching, which will enable them to make the best possible progress in school and ensure they feel a valued member of the wider school community. Their education, safety, well-being, enjoyment and health are of paramount importance. The staff and governors of Hesketh-with-Becconsall All Saints CE Primary school are passionate in providing all our children with a safe and secure learning environment with a deep sense of belonging to a caring Christian community.

This SEND policy adheres to the statutory requirements of the SEND Code of Practice 2014 and has been written with the reference to the following legislation:

- Part 3 of the Children's and Families Act 2014
- The Special Educational Needs and Disability regulations 2014
- SEND Code of Practice (0-25) 2015

The policy was written in consultation with Mrs. Ainsworth the Headteacher, the governing body and SENDCo.

All staff at Hesketh-with-Becconsall All Saints understand their responsibility for maximising the achievement and opportunity of all learners including those with SEND. Every teacher is a teacher of every child including those with SEND.

Aims:

Our aim is to enable all pupils with special educational needs and disabilities to be fully engaged in the life of the school and to reach their full potential, and for parents to be actively involved in the decisions making and planning for the needs for their child.

We will:

- Provide consistently high-quality teaching and learning.

- Ensure a high level of staff expertise to meet pupils' needs, through a well-targeted continuing professional development.
- Provide an excellent learning environment that is adapted to meet the needs of learners.
- Offer support and guidance and look to outside agencies to support where we need guidance.
- Engage parents / carers in the life of the school with good communication between staff and parents.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible.
- To work in cooperative and productive partnerships with the Local Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Support our children to have a voice, to know that they are heard and to be at the centre of their learning.
- Work with the guidance provided in the SEND Code of Practice 2014.

Section 1: Identifying Special Educational Needs

Definition of SEND: SEND (Special Educational Needs and Disabilities) means a student has a learning difficulty or disability that requires special educational provision which is additional to, or otherwise different from, the educational provision made generally for students.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools.
- The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has
- a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (see definition below of normal day-to-day).
- Physical or mental impairment includes sensory impairments and also hidden impairments.

In the DDA substantial means 'more than minor or trivial'; Long-term means has lasted or is likely to last more than 12 months.

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs:

- 1. Communication and Interactions**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical Needs.**

The SEND Code of Practice 2014 suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Section 2: A Graduated Response to SEND Support

This section describes the process by which we, at Hesketh-with-Beconsall All Saints CE Primary School, identify and support children with Special Educational Needs.

- We believe that quality first teaching is the first step in responding to pupils who may have additional needs or SEND. Interventions and support will always come second to this. Teachers are responsible and accountable for the progress and development of the pupils in their class including when the pupil accesses additional support from teaching assistants or specialist staff.
- At Hesketh-with-Beconsall All Saints, the quality of teaching is regularly reviewed including a focus on how it provides for those at risk of under achieving. To support this, we believe training and equipping of every member of staff is highly important and we will use training to address needs as we find them to improve teachers' knowledge and strategies to use with SEND pupils.
- If there is still a concern about the child's progress in any area of need, discussions will then take place between the class teacher and SENDCo. Discussions will focus on pupils' progress and long term learning expectations. At this point an intervention may be put in place for the child and their progress closely tracked on our school tracking system.
- For higher levels of need, the SENDCo will involve appropriate specialist agencies and professionals for advice and recommended actions will then be put into place. Parents and children, where appropriate, will be involved in this process. These children will then be placed on the school SEND register as requiring SEND support. A Targeted Learning Plan (TLP) will then be produced by the class teacher, which is personalised for their needs. These plans are shared and discussed with parents. The plans are reviewed termly, along with the child's progress, and next steps are then put into place.
- The school may deem it necessary to apply for more support in the form of an Education, Health and Care (EHC) plan. Again, parents will be fully involved in this process.

Please see our Identification and Provision for SEND flowchart below:



Identification of/Provision for SEND

Hesketh-with-Becconsall All Saints CE Primary School



Initial concerns

- **Quality First Teaching is in place**
- Concerns about a pupil are raised - lack of progress / displaying difficult behaviour / speech production difficulties or understanding / coordination or motor skill development below ARE
- Additional reasons for concerns are explored/ruled out (eg. attendance, EAL, ACEs)
- Class teacher to RECORD on CPOMS nature of difficulties observed and initial discussions with parents / child's voice

Adapt provision (1 review period lasting up to 6 weeks)

- **Provision is adapted** - different strategies or resources and review impact of this - may consult fellow practitioners / SENDCo
- At this stage there may be a referral made to relevant medical practitioners, Speech and Language Therapy Service or Occupational Therapy Service
- Class teacher to RECORD on CPOMS actions, strategies and impact of adaptations and discussions with parents / child's voice

Adapt provision (1 review period lasting up to 6 weeks)

- **Provision is further adapted** - different strategies or resources and review impact of this - may consult fellow practitioners / SENDCo
- Class teacher to RECORD on CPOMS actions, strategies and impact of adaptations and discussions with parents / child's voice

Specialist teacher involvement

- **SENDCo involvement** - Request for Involvement from **specialist teacher** submitted
- SENDCo/relevant member of staff initiates EHA/TAF if appropriate
- Class teacher and SENDCo to RECORD on CPOMS actions, strategies and impact of adaptations and discussions with parents / child's voice

Targeted provision (2 review periods lasting up to 12 weeks)

- Targeted plan co-produced to identify what will be in place and what outcomes are desired - 'additional to and different from'
- LAPS (Reading, Writing and Maths) and PIVATS (where appropriate) to supplement the TLP.
- TLP and LAPS/PIVATS to be attached to pupil log on CPOMS by class teacher.
- **Add to SEND register** - letter sent to inform parents
- Class teacher to RECORD on CPOMS actions, strategies and impact of adaptations and discussions with parents / child's voice

Educational Psychologist involvement

- SENDCo refer to **Educational Psychologist**
- Educational Psychologist completes further assessment/support
- Class teacher and SENDCo to RECORD on CPOMS actions, strategies and impact of adaptations and discussions with parents / child's voice

Targeted provision (2 review periods lasting up to 12 weeks)

- Targeted plan co-produced to identify what will be in place and outcomes desired - 'additional to and different from'
- Class teacher to RECORD on CPOMS actions, strategies and impact of adaptations and discussions with parents / child's voice

Statutory assessment

- SENDCo involves **LA SEND case worker**
- **Statutory Assessment (EHCP) is requested** – Quality First Teaching strategies/advice from specialist support continue
- SENDCo and class teacher to RECORD actions, strategies and impact of adaptations and discussions with parents / child's voice

ASSESS-PLAN-DO-REVIEW (Timescales are approximate – a decision can be made to move forward or to step back on the flow chart at any point dependent on

Section 3: Managing the needs of pupils on the SEND register

When a child is placed on the SEND register, specialist advice may be obtained. Recommendations, linked to identified needs, will be put in place and recorded on the Targeted Learning Plan. Long term and short term outcomes will be highlighted and reviewed termly, or in a shorter period of time if necessary.

Termly reviews will take place between the class teacher, SENDCo, pupil (where appropriate) and parent. The class teacher has responsibility for evidencing progress according to the outcomes described in the plan.

Yearly provision mapping will ensure the correct support is put in place for individual children based on level of need and progress. The cost implications are then given to the Learning Together Trust who will agree an appropriate budget.

If an EHC plan is required, the school will seek additional advice from professionals and arrange additional meetings and/or further assessments. Relevant paperwork will be completed and distributed to all concerned. Parents will be advised to complete an 'All About Me' profile for their child and this will support an application for an EHCP, alongside the school's evidence of progress and a graduated response to need.

This support will continue in school until the child's progress suggests it is no longer needed or it becomes clear that the child's needs are no longer able to be met in a mainstream setting. Further meetings and advice would take place to discuss the child's future.

Section 4: Criteria for exiting the SEND register

Progress of children accessing interventions are monitored termly. If consistent good progress is evident, then a specific intervention may no longer be required.

Children on SEND support or with an EHC plan are closely monitored. If significant progress is made, the SENDCo may arrange to meet with the class teacher and parents to discuss the possibility of the child's support being reduced. This will involve all professionals involved with the child and in the case of a child with an EHC plan will take place with the approval of the Local Authority.

Section 5: Supporting children and families

The school website has links to the Lancashire's Local Offer, SEND information report and Admissions policy and parents will be directed as necessary. The school will signpost families to other agencies as appropriate and where needed will make referrals.

Children's progress is closely monitored by the class teacher and SENDCo and if additional support is needed for completion of exams the school will follow the DfE procedures under the Access Arrangements.

Class teachers will make adaptations to meet the child's needs in their own termly assessments. A transition meeting will be held at the end of every academic year for every child on the SEND register with the class teacher, new class teacher and SENDCo.

Support will also be given in key transition times. If appropriate, extra transition opportunities will be given for a child from class to class.

The SENDCo will support transition to High School and will arrange additional visits for pupils to the designated school if required. There will be transition meetings with other professionals and any concerns that the parent or child has will be acted on where possible.

Section 6: Involvement with outside agencies

If a pupil displays a higher level of need, specialist provision and advice from external agencies and professionals may be sought to carry out more specialist assessments to help to further identify the provision required. This may include:

- Specialist teacher
- Educational Psychologist
- Speech and Language Therapy team
- Lancashire Primary Mental Health team
- Lancashire Occupational Therapy service
- Lancashire Physiotherapy service
- School nursing service
- Children and Family Wellbeing service
- Child and Adolescent Mental Health Services (CAMHS)
- Inclusion and Engagement SEN Support Team (IEST Team)

Section 7: Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an EHC plan which brings together health and social care needs as well as their special educational provision. In this case the SEND code of Practice (2014) is followed.

Section 8: Monitoring and evaluation of SEND

The school regularly and carefully monitors the quality of provision that it offers all pupils. The school SEND governor meets with the SENDCo termly and reports to the governors on the areas of strength and areas of need.

Identified areas of strengths and need may come from staff views, parent views, evaluation and monitoring of Targeted Learning Plans and interventions as well as analysis of pupils' progress. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Section 9: Training and resources

The Executive Headteachers of the Learning Together Trust (LTT) are responsible for the operational management of the budget for special educational needs provision. The LTT uses a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. The SEND provision map is used to specify the cost of support for those children at SEND Support and where a top-up funding level of provision is in place.

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding is applied for from the local authority. Those children with Top-up Funding, Exceptional funding or who have undergone statutory assessment for their high needs and have an Education Health Care Plan (EHC plan), have detailed individual costed provision plans. The SEND budget is used to:

- Provide additional teaching and support staff
- Deliver targeted interventions
- The purchase of specialist resources
- Buy back specialist provision and outreach
- Educational Psychology Service.
- Release for staff to undertake statutory duties.

Section 10: Roles and responsibilities

SENDCo: Mr. Wright

Responsible for:

- Overseeing the day to day operation of the SEND policy.
- Monitoring, tracking and reviewing progress of all SEND children and maintaining records on pupils who have SEND.
- Ensuring that parents are involved in supporting their child's learning; kept informed about the support their child is getting and involved in reviewing how they are doing.
- Ensuring additional support arrangements are in place for SEND children and measuring the impact of interventions and reviewing future needs of individuals.
- Analysing data and reviewing provision for students with SEND alongside the Headteacher and LTT.
- Completing Annual Reviews of all students with Education, Health and Care Plans (EHCP) ensuring that these are completed to meet the requirements of the Local Authority (LA).
- Advising staff on a graduated approach to providing SEND support.
- Liaison with parents of children with SEND, teachers and external agencies or people who may be coming into school to help support a child's learning and being a key point of contact e.g. Speech and Language Therapy, early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Updating and publishing information through the school website the school SEND policy and information report.
- Liaising with potential next providers of education to ensure a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

SEND Governor: Mrs. Fairbrother

Responsible for:

- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.

Headteacher: Mrs. Ainsworth

Responsible for:

- Working with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school. Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Have overall responsibility for the provision and progress of learners with SEND.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Writing, sharing and reviewing Targeted Learning Plans (TLPs) to ensure that parents are involved in the identifying, planning and supporting of their child's learning.
- 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.

Teaching Assistants

Responsible for:

- Keeping the teacher informed so that this can be fed into planning and target setting.
- Keeping records up to date including evidence of TLP progress. Contributing to pupil progress meetings and annual review meetings.
- Following the targets set on TLPs, informing the teacher of any changes that need to be made to the TLP.
- Contribute and support attainment and progress across the school either through 'in class' support, learning activities or intervention programmes.

Section 11: Storing and management information

Documents are stored and managed in line with the school's information management guidelines:

- SEND documents are stored in a locked room.
- SEND documents are stored on CPOMS.
- All documents no longer required are disposed of in confidential waste.
- All documents, electronic and hard copies, are passed on to high schools on transition and a receipt is requested.
- If a child transfers to another school, all documents are passed to the receiving school and a receipt is requested from the receiving school.
- Record keeping procedures follow the school's confidentiality policy and GDPR policies.

Section 12: Accessibility

Our school has developed to provide access for children with disabilities and will adapt and purchase equipment to support children as necessary. The classrooms are adapted where necessary to provide full access to teaching and learning for children with disabilities. This includes participation in after-school clubs and school visits.

Section 13: Dealing with complaints

The complaints procedure for SEND is in line with the Learning Together Trust complaints procedure. The complaints procedure for the school can be found on the School Website. Should a parent or carer have a concern about the adapted provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then they should contact the SENDCo (Mr. Wright) and the Headteacher (Mrs. Ainsworth). If the concern cannot be resolved, then parents may contact the SEND Governor. Parents also have the right to contact the Local Authority.

Section 14: Bullying

Instances of bullying are extremely rare at Hesketh-with-Beaconsall All Saints CE Primary School, however the school has clear procedures for dealing with any issues of bullying when they arise. Anti-bullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning. The school aims to raise awareness of the additional needs of children and teach understanding, celebrating strengths and differences. Support is sought from outside agencies to help children achieve a better understanding of conditions that are part of our community. The school's anti-bullying policy is published on the website.

Section 15: Reviewing the policy

This Policy will be updated annually and presented to Governors. The SEND Governor will meet with the SENDCo to monitor SEND provision and progress. This will be reported at termly Governing Body Meetings.

This Policy will be reviewed annually.

Policy agreed date: 11th November 2024

Policy published date: 12th November 2024

Next review: October 2025