

# Hawridge and Cholesbury CE School



## SEND Policy

**Our Vision is for every child within the Hawridge & Cholesbury family to grow, flourish 'have life and ... have it more abundantly' (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum.**

**We live our vision through our natural setting and our school values:**

**Respect Teamwork Responsibility Understanding Peace Honesty**

**Adopted by the governing body on 3<sup>rd</sup> July 2024**

**Next review July 2025**

## **Special Educational Needs and Disabilities Policy (SEND)**



This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (May 2014, updated June 2018)
- SEND Code of Practice 0-25 years (2015)
- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (Dec 2015, updated Aug 2017)
- The National Curriculum in England KS1 and 2 framework document (Sept 2013, updated July 2014)
- Child Protection Policy
- Accessibility Plan
- Teachers Standards (2012)

SEND Co-ordinator: Mrs Caroline Davey & Mrs Heather Woodward

SEND Governor: Ms Sue Walton

### **Aims**

At Hawridge and Cholesbury our overarching aim is to create an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive and feel valued.

We recognise some children may need something additional to, and different from, the high quality teaching provided for the majority of children; this is special educational provision. We aim to ensure we identify early the children that require this provision so we can support them to reach their fullest potential as well as to enable them to partake in and contribute fully to school life. The nature of the differentiation, programmes and strategies developed to support children with special educational needs and disabilities (SEND) will vary in accordance with individual need and will be developed as a result of assessment and the graduated approach.

We believe all teachers are teachers of SEND and every teacher is responsible and accountable for the progress and development of all children in their class, even where children access support from learning support assistants or outside agencies.

## **Objectives**

In order to achieve our aims, the school will:

- work within the guidance provided in the SEND Code of Practice, 2015.
- provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will be responsible for ensuring the SEND Policy is implemented.
- deliver a clear process for identifying, assessing, planning, providing and reviewing provision for children with SEND.
- include the voice of the child (at an appropriate level) in providing for their individual needs.
- support all staff working with children with SEND.
- maintain effective partnerships with external support agencies, where appropriate, and parents to support the needs of individual children.

## **Definition of SEN**

Definitions of special educational needs (SEN) taken from SEND Code of Practice (2015):

*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 or disability if they:*

- a) have a significant 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.*

The SEND Code of Practice (2015) outlines four broad areas of need, namely:

- *Communication and Interaction* - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- *Cognition and Learning* - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- *Social, Mental and Emotional Health* - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- *Sensory and/or Physical Needs* - this includes children with sensory, multisensory and physical difficulties.

## **Definition of disability**

Definition of a disability taken from SEND Code of Practice (2015):

*Many children and young people who have SEN may have a disability under the Equality Act 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Please refer to the Equalities Policy and Objectives and Accessibility Plan.

## **Medical Conditions**

Hawridge and Cholesbury recognise that children 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 considered to be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have an Education Health Care plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND code of Practice (2015) is followed. Please refer to the Supporting Pupils with Medical Conditions Policy and Accessibility Plan for additional information about supporting children with medical/physical needs.

## **Identification, Assessment and Review**

Hawridge and Cholesbury follow the SEND Code of Practice (2015) with regard to the identification, assessment and review of children with special educational needs and disabilities. Teachers are responsible and accountable for the progress and development of all the children in their class, including where children access support from learning support assistants or specialist staff.

As a school, we assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider any evidence that a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all children. These should seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress will be high quality teaching, differentiated for individual children by targeting specific areas of weakness; additional intervention and support cannot compensate for a lack of high quality teaching. This can also include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of child involvement and engagement with their learning
- high levels of interaction for all children
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups
- an expectation that children will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate children.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

Whilst first responses are taking place, the child will be placed on the school's 'class action' list and parents will be informed of this. The class teacher will informally gather evidence (including the views of the child and their parents) and where required, will put in place extra teaching or other rigorous interventions designed to secure better progress. The child's response to such support can help identify their particular needs. Where progress continues to be less than expected, the class teacher, working with the SENDCo, should discuss further provision required that is additional to or different from the provision made as part of the school's usual high quality teaching. The child will be placed on the SEND support list. Parents are consulted before this decision is made, and any concerns regarding a child's SEND can be discussed with the class teacher.

Once a child is on the SEND support list, the school will take action to remove barriers to learning and put effective special educational provision in place following the graduated approach outlined in the SEND Code of Practice (2015). This takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing

understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.



All of this is evidenced and reviewed using the school's 'SEND support plan' document which is usually produced three times per year, unless more frequent reviews are necessary. Parent and child voices are key to the effectiveness of these documents in order to ensure a joint provision both at home and at school. For children with EHC plans, an annual review meeting has to be held in addition.

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the child's needs. This should draw on the teacher's assessment and experience of the child, their previous progress and attainment, the views and experience of parents, the child's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

### **Plan**

Where it is decided to provide a child with SEND support, the parents must be formally notified, although they should have already been involved in the assessment part of the process. Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. SEND support plans will be written by the class teacher, in consultation with the SENDCo to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Targets set in the process must be clear, measurable and achievable within the time frame set. The SEND support plan will then be shared and agreed with the child and parents to reinforce or contribute to progress at home. All those working with the child, including support staff, will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. If progress and outcomes are not being achieved, class teachers and the SENDCo will review current provision to better understand the barriers to achieving these outcomes and evaluating the intervention/support available. Where necessary, advice from outside agencies or specialist services may be sought.

### **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain

responsibility for the child. They should work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The class teacher will regularly discuss with the child how they are progressing against the targets they are working towards. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents. This will feed back into the analysis of the child's needs. The class teacher, working with the SENDCo, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child. Where a child has an EHC plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SENDCo
- analysis of child tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and Ofsted inspection arrangements
- meetings of parents and staff, both formal and informal.

## **Managing Pupils Needs**

All children on the SEND support list will have a SEND support plan. This details important information about the child including their areas of strengths and weakness, their outcomes and steps taken to allow them to achieve them and any other professionals who have contact with the child. Class teachers, parents, children and other professional will all contribute to the SEND support plan. The SEND support plan is designed to be a working document which is updated to reflect the current needs of the child. Formal reviews will take place three times a year, or more often where required, and parents and children will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan and for maintaining and updating the SEND support plan. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for children with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding.

- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the child. It is important to note that the level and combinations of provision may change over time.

### **Specialist Support**

The school may involve specialists at any point to advise on early identification of SEND and effective support and interventions. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The child's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

### **Request for High Needs Block Funding (HNBF)**

The school will make a request for HNBF when specific short term targeted interventions to support a child's special educational needs is required above the notional £6,000 delegated funding. The funding should not be viewed as a long term solution as if the special educational need and disability continue to require additional support, consideration should be made for an assessment for an EHCP. HNBF is usually only agreed for a maximum of two academic terms.

### **Education Health Care Needs Assessments**

Where the child has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the school or parents should consider requesting an EHC needs assessment from the local authority (LA). The school will need to demonstrate that the child is being supported for over thirteen hours per week.

The LA will decide if the child should be made the subject of an EHC plan. The process should take no longer than 20 weeks. The EHC plan will be reviewed annually, or every six months if the child is below five, using the LA format. The SENDCo is responsible for organising and completing paperwork for the annual review of statements or EHC plans.

### **Criteria for exiting the SEND support list**

If it is felt a child is making progress which is sustainable then they may be taken off the SEND support list. If this is the case then the views of the teacher, SENDCo, child and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the child off the SEND support list then all records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance then the procedures set out in this policy will be followed.



## **Supporting children with SEND during assessments**

Class teachers, in partnership with the SENDCo, are responsible for ensuring that children are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess the child's eligibility for access arrangements.

## **Outside agencies**

Hawridge and Cholesbury works with a range of agencies that have the specialist training and resources to support teachers in providing targeted provision. In order to access the services provided by these agencies it is often necessary to make a referral. Referrals are made with parental consent to the following:

- Speech & Language Therapy (Buckinghamshire Healthcare NHS Trust)
- Occupational Therapy (Buckinghamshire Healthcare NHS Trust)
- Buckinghamshire's Child and Adolescent Mental Health Service (NHS Oxford Health)
- Physiotherapy (Buckinghamshire Healthcare NHS Trust)
- Specialist Teaching Service (STS) (Buckinghamshire Integrated SEND Service)
- Paediatrician (Buckinghamshire Healthcare NHS Trust)
- Pupil Referral Unit (Bucks Primary PRU)
- Educational Psychology (EP) (Buckinghamshire Integrated SEND Service or external)
- Social Care
- Health Visitors and other Health workers (as appropriate)

The advice they provide for individual children with SEND will be used to develop individual provision. They may offer training for school staff on particular needs/ disabilities and relevant strategies to support children. This training will arise on a needs basis.

## **Transition**

The SENDCo and Y6 class teachers at Hawridge and Cholesbury liaise with relevant staff at local secondary schools to discuss transition programmes for children with SEND. Information is shared and additional meetings and visits may be planned where appropriate.

## **Training and review**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. Where necessary, staff will undertake manual handling and STEPS training. The school's SENDCo regularly attends the Bucks SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## **Roles and responsibilities**

It is the responsibility of the **SEND Co-ordinator**:

- to oversee the day-to-day operation of the school's SEND policy
- to coordinate provision for children with SEND
- to liaise with and advise fellow teachers
- to manage LSAs
- to oversee the records of all children with SEND
- to liaise with parents of children with SEND
- to contribute to the in-service training of staff
- to advise the Governing body through regular meetings with the SEND Governor
- to liaise with external agencies including the LA's support and integrated SEND services, health and social services, and voluntary bodies.

It is the responsibility of the **class teacher**:

- to identify a child with SEND and inform the SENDCo
- to draw up and review termly SEND support plans when necessary, in conjunction with the SENDCo, parents and/or external agencies as appropriate, to help the child access the full curriculum
- to discuss the child's SEND and school interventions with the parents and the child
- to keep records and evidence of the child's progress
- to use LSA time, where possible, to support a child on a 1:1 basis, or as part of a group, within or out of the classroom

It is the responsibility of the **LSAs**:

- to support the teacher in delivering the actions outlined on the SEND support plan
- to keep a record of the work they do with a child. For example, by recording against the targets monitoring table (My Support Record) within the SEND support plan document or on specific intervention monitoring sheets
- to keep the class teacher informed of progress or problems
- to keep records and evidence of the child's progress

It is the responsibility of the **Governing Body**:

- to ensure that the school has a nominated Governor who monitors the implementation of the SEND policy and commits to regular meetings with the SEND Co-ordinator
- to ensure the school consults, where necessary, with the LA
- to monitor the school's observance of inclusion and the Disability Discrimination Act
- to discuss SEND matters at full Governors' meetings
- to ensure that the parents are kept informed
- to review policy arrangements

## **Storing and managing information**

Documents relating to children on the SEND support list and 'class action' list will be stored in a locked room at the school. SEND records will be passed on to a child's next setting when they leave Hawridge and Cholesbury.

## **Admission Arrangements**

The admission arrangements at Hawridge and Cholesbury are determined by the Governing body. These arrangements are the same for all children, with or without SEND, with the exception of children with EHC Plans.

For the admission of children with EHC Plans, the Integrated SEND Service decide on nearest appropriate placements and make requests to the nearest appropriate school. The Headteacher and Governors are consulted prior to acceptance.

## **Concerns regarding SEND**

At Hawridge and Cholesbury, we endeavour to do our best to support all children. If you have concerns, we encourage you to contact the class teacher who can arrange a meeting with the SENDCo. Problems or concerns can usually be resolved amicably on an informal basis. If you are still unhappy with a decision that has been made or how a process has been delivered you can contact the Integrated SEND Team:

- The Integrated SEND Service on 01296 382135 or email: [sencsb@buckinghamshire.gov.uk](mailto:sencsb@buckinghamshire.gov.uk)

Other useful Buckinghamshire Council services contacts:

- SENDIAS (Buckinghamshire Special Educational Needs and Disability Information, Advice and Support Service) on 01296 383754 or email: [sendias@buckinghamshire.gov.uk](mailto:sendias@buckinghamshire.gov.uk)  
<https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/>
- Buckinghamshire Family Information service on 01296 383293 or email: [familyinfo@buckinghamshire.gov.uk](mailto:familyinfo@buckinghamshire.gov.uk)

There is additional information about SEND on the Bucks Family Information website along with the local offer: <https://familyinfo.buckinghamshire.gov.uk/>

## **Linked policy documents**

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints and resolutions policy
- Data Protection policy
- Equalities policy and Objectives plan
- Intimate Care policy
- Manual Handling policy
- Policy for Supporting Pupils with Medical Conditions
- Use of Reasonable Force policy

## **Reviewing the policy**

This policy will be reviewed by governors on an annual basis.