

Hatfeild Primary School

SEND and Inclusion Policy



Review: Annually

Signed: _____ Chair of Governors

_____ Head teacher

_____ Member of Staff Responsible

Date: _____ Date of Next Review: December 2023

1. RATIONALE

The staff and Governors at Hatfeild Primary School aim to create a welcoming, inclusive environment where all children feel valued and strive to better their best. We develop active, independent learners equipped with the necessary skills and attitudes to continue on their paths of discovery and contribute positively to the communities in which they find themselves.

We are committed to ensuring that the necessary provision is made for every pupil in the schools' community and dedicate ourselves to providing a broad, balanced, relevant and differentiated curriculum accessible to all pupils. [This includes our additionally resourced provision \(ARP\), which supports sixteen autistic children.](#) As a school we are passionate about Inclusive education and welcome a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people, including those with a learning difficulty, disability, disadvantage or special educational need. **OR** [This includes our additionally resourced provision \(ARP\), The Lighthouse, which supports sixteen pupils through a differentiated learning environment and adapted curriculum.](#)

The Special Educational Needs Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We believe that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality.

The school strives to deliver the curriculum in a manner that:

- provides suitable learning challenges
- meets the students diverse learning needs
- removes the barriers to assessment and learning

[The Lighthouse strives to deliver the curriculum in a manner that:](#)

- [recognises, values and celebrates small steps of progress across all areas of learning](#)
- [places a strong emphasis on extending communication and social interaction skills](#)
- [is adapted to work with the strengths of autistic pupils](#)

2. OBJECTIVES

Learning is at the core of all we do. As a school we recognise that SEN provision is the responsibility of all staff and therefore a whole school matter. In line with this we will:

- ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed.
- ensure that our curriculum planning, assessment methods and environment are responsive to the individual needs and disabilities of all pupils, ensuring that all pupils with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every child whatever their prior attainment.
- provide for the individual needs of all students with SEN and ensure the progress of all children with SEN, **alongside students who do not have SEN**, in order to maximize their achievement. **Could we edit that sentence slightly as for some of our students they don't learn alongside children who do not have SEN.**
- foster a sense of self-worth, self-confidence and self-awareness, enabling every child to maximise their inherent qualities and develop a positive attitude to life, achieving success.
- identify the roles and responsibilities of staff in providing for children's special educational needs, including designating a teacher responsible for the coordinating of SEN provision i.e. SENCO **and Lighthouse Phase Leader**
- work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- make effective use of support services.

3. CONTEXT

Skilled teaching staff, delivering high quality learning experiences that are appropriately differentiated and personalised, meet the needs of the majority of the pupils in our school. A minority of pupils require additional special educational provision in order to meet their needs. This provision is provided under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child may have these needs either throughout, or at any time during, their school career.

A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

3.1 Categories of Special Educational Need

Special educational needs and disabilities (SEND) fall into four broad areas, but individual students may well have needs which span two or more areas outlined below:

- Communication and Interaction:
 - Speech, Language and Communication needs
 - Autistic Spectrum Disorder
 - Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD)
- Cognition and Learning:
 - Learning Difficulties
 - Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
 - Global Developmental Delay
- Social, Emotional and Mental Health:
 - Behaviour reflecting underlying health difficulties
 - Mental health difficulties (e.g. anxiety, depression)
 - Attachment disorder
- Sensory and/or Physical:
 - Hearing Impairment
 - Visual impairment
 - Physical disability
 - Multi-sensory impairment

The purpose of identification is to work out what action we, as a school, need to take in order to support students in mainstream education. It is not to fit students into specific categories.

4. ROLES AND RESPONSIBILITIES

Hatfeild Primary School recognises that provision for students with SEND is a whole school responsibility.

4.1 Teaching and Support Staff

Staff at Hatfeild Primary School receive regular training to support their understanding of SEN and develop their knowledge of good practice and effective strategies that can be used in the classroom. Through staff meetings they are also informed, when necessary, about changes to the school's SEND policy and its aims. All teaching and support staff plan and provide high quality learning opportunities that effectively support all children, including those who need additional help with communication, language, literacy and numeracy. Their teaching develops children's understanding through the use of all available senses and experiences. They plan for children's full participation in learning, and in physical and practical activities and help children to manage their behaviour and emotions. They confidently implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with pupils on a daily basis and closely monitor those involved in interventions away from the main class. Teachers work closely with the SENCO and teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching and support staff in The Lighthouse

Our ARP provides a high staff ratio to allow for differentiation, individual and small group teaching. Pupils are supported on a 1:2 ratio with one teacher and three teaching assistants in classes of eight children. Staff from The Lighthouse participate in additional training to support their understanding of autism. This training includes a focus on teaching and learning strategies, speech and language development, sensory and motor development and social, emotional and mental health supports. This additional training enables staff to deliver high quality and child-centred learning opportunities within a low arousal and highly structured environment. All children in The Lighthouse have access to the National Curriculum, which staff adapt through the planning of small steps and over-learning opportunities. Staff deliver the curriculum through the Attention Autism strategy which is a visually-based and structured intervention that develops children's attention skills. The teaching and learning experiences of pupils are underpinned by assessment for learning and the child's individual Education Health and Care Plan. Our assessment tool, BSquared, enables teachers to identify small steps of learning and demonstrate uneven learning profiles of

pupils as well as monitor and track pupil progress to identify needs and intervention plans to ensure maximum achievement for all. Where possible, staff support children to access inclusion opportunities within the wider school. Inclusion is planned for on an individual basis and is dependent on a number of factors. These factors centre on the needs of the individual child. Much of the work within the ARP is designed to develop the children's ability to manage inclusion within the mainstream environment – an experience which has been unsuccessful for them in their previous school setting.

4.2 Special Educational Needs Coordinator (SENCO)

The SENCO, **Mrs Viki Tucker** works alongside agencies to ensure the best possible provision for students with SEND.

The SENCO is responsible for:

- managing the day-to-day operation of the schools SEND policy
- co-ordinating the provision for students with SEND
- ensuring the involvement of parents/carers of students with SEND, from an early stage, and liaising with these parents/carers.
- supporting and liaising with staff in identifying children with special needs and disabilities and planning for progress.
- Supporting, liaising with and advising staff on the graduated approach to providing SEND support
- Maintaining the school's SEND register and contributing to and managing the records of all children with SEND
- Advising on the school's delegated budget and other resources to ensure resources and teaching materials are available to meet student's needs effectively
- liaising with Early Years providers, other schools, Educational Psychologists, specialist teachers, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies and other support agencies, especially the local authority and its support agencies.
- liaising with potential and next providers of education to ensure the student and their parents are informed about options and a smooth transition is planned
- mapping and monitoring the placement of Teaching Assistant (TA) support throughout the school. These placements are dependent on the Special Needs requirements across the school and may change as the needs of the students' change.

- contributing to and monitoring staff training and the professional development of teaching assistants
- liaising with the governors' representative

The phase leader for The Lighthouse is responsible for:

- monitoring pupil learning and progress across The Lighthouse
- monitoring curriculum design and development throughout the provision and communicate this to the Senior Leadership Team
- regularly reviewing the EHCP and implement any recommendations or alterations that may arise
- working alongside and utilising the support of outside agencies
- attending Pupil Progress meetings with the Senior Leadership Team to ensure positive steps are being made to support pupils in their learning and development
- maintaining regular contact with parents, communicating the implementation and success of strategies being used to support learning and where appropriate providing parents with support/resources to enable a consistency of approach between home and school
- contributing to and monitoring staff training and the professional development of teachers and teaching assistants

4.3 Head teacher

The Head teacher, Mrs. Frieda Perry, has overall responsibility for the day-to-day management of SEND funding and the provision, following the directives of the governing body. It is his responsibility to work closely with the Special Educational Needs Coordinator, keeping the governing body fully informed of all SEND issues, ensuring staff training on SEND remains a priority and formally requesting statutory assessment, when it is needed.

4.4 Governors

The governing body of Hatfeild Primary School, together with the Head teacher, have a legal responsibility for overseeing all aspects of the school, including provision for students with SEND. They determine the school's general policy and approach to provision for pupils with SEND and establish the appropriate staffing and funding arrangements.

They do their best to:

- secure the necessary provision for any pupil identified as having SEND.

- ensure that all teachers are aware of the importance of providing for these children.
- consult with the LEA and other schools, when appropriate.
- report annually to parents on the success of the school's policy for children with SEND.

Ms. Y O'Connor is the appointed SEND representative from the governing body. In conjunction with the Head teacher and SENCO, Ms. O'Connor takes an active role in the self-review and implementation of the school's SEND provision and the policy implementation across the school.

4.5 Outside professionals

With parental consent, the SENCO is able to call upon the expertise of a wide range of specialist support services to support the children in school. The role of these external services is broad, varied and crucial in providing for children with SEND. The range of specialist support services accessible to the school is outlined in the school SEN Information Report, accessible on the school website:

5. POLICY IMPLEMENTATION

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice (2015). This will be achieved by:

- enabling identified pupils with SEN to reach their full potential.
- enabling successful transition of SEN pupils from their previous educational establishment and on to their next educational establishment.
- removing barriers to achievement and offering personalised, differentiated access to the curriculum at each key stage, meeting the needs of each individual.
- arranging specialised provision to meet the needs of groups with low-level achievement.
- enabling all SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- ensuring the quality of teaching and progress made by SEN students is a core part of the school's performance management arrangements.
- Improving the quality of teaching and learning for all students, including those with SEN, by focusing on the professional development of teaching and support staff.

- regular monitoring of the progress and development of all pupils throughout the school.
- providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- ensuring that appropriate staffing and funding is in place for pupils with SEN.
- ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the School's SEN provision and inclusion overall.

6. STAFF PROFESSIONAL DEVELOPMENT

The School Leadership Team takes active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This is reflected in the professional development and staff training offered throughout the year.

The school is committed to gaining further expertise in the area of Special Needs education and releases the SENCO, teaching staff and support staff to attend appropriate courses in addition to internal training that utilises the skills and strengths of other staff. Current training includes school-based whole school INSET, training sessions for teachers and TAs, SENCO and TA group meetings- [some of which are autism specific and led by The Lighthouse staff](#), attendance at borough meetings and the reading and discussion of documents on SEND. Staff meetings are arranged to respond to the particular needs of the school. Arrangements for the induction of ECT's and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

7. ADMISSIONS ARRANGEMENTS

Hatfeild Primary School endeavours to be a fully inclusive school. In line with the school's agreed admissions policy, all children are welcome, including those with SEND.

According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parents unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

8. EVALUATING SUCCESS

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

- monitoring of classroom practice and high quality teaching by the senior leadership team, phase leaders and teachers
- analysis of student tracking data and test results – for individual students - for cohorts
- analysis of student tracking data and test results to monitor the effectiveness and value of all SEND interventions, ensuring they are accurately and appropriately targeted
- the ability of school staff to confidently and accurately identify children with SEND at an early stage
- the outcomes of up-skilling support staff in specific areas of SEND provision, raising their competence levels as well as their confidence and independence.
- the percentage of SEN children at the end of KS2 who make 4 years of progress whatever the starting point at the end of KS1
- monitoring the quality and outcomes of review meetings
- monitoring the opinions and views of pupils with SEND in our school, and their parents or carers
- monitoring of procedures and practice by the SEND governor
- school self-evaluation
- the School Improvement Plan

9. MONITORING AND REVIEW

This policy was updated in November 2021 and was agreed by Governors: December 2021.

This policy will be updated in line with new initiatives together with any development of school processes and will be monitored by the SEND Governor, currently Ms. Y O'Connor.

Re-written by: Viki Tucker (SENCO)

Reviewed: Frieda Perry (HT)
December 2021

Next Review: Autumn 2022