



HIPSWELL CHURCH OF ENGLAND PRIMARY SCHOOL

SEND Policy

Our vision

Our vision is to "Live generously and graciously towards others, the way God lives towards us" (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish - happily, confidently and with enthusiasm.

SENCo - Mrs Sue Regan

SEN Governor - Mr Tad Zaranko

Introduction

This document supports the stated vision of the school.

Everyone at Hipswell C of E Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. It is our aim to celebrate achievement, in whatever form that may be. We aspire to raise self-esteem, self-confidence and self-belief in order to enhance progress and support wellbeing.

Definition of Special Educational Needs - Code of Practice 2015

A child or young person has SEND if they have a learning difficulty 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 significantly greater difficulty in learning than the majority of others of the same age: or

b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

SEND Local Offer (NYCC) and SEN Information Report

The school is supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. North Yorkshire Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This includes information about the services across health and social care as well as private, voluntary and community sectors. This can be found at:

<https://www.northyorks.gov.uk/send-local-offer>

The school's SEN Information Report explains how this policy is implemented. It can be found via our school website on the About Us tab and follow the SEND link.

Our role

We aim to support and monitor all children who are not making adequate progress in the four broad areas specified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical development

Teachers of children with SEND will ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child. We will regularly monitor, review and evaluate the provision for special educational needs within our school.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in the National Curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We are committed to the involvement of all support and child health agencies in a multi-disciplinary approach to SEND.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children.

Children with SEND are fully integrated into the life of the school and the curriculum. We recognise the strengths of every individual, as well as any areas for development.

We work closely with all parents, we listen to their views and build on the child's previous experiences and knowledge. Parents are encouraged and welcome to discuss any issues and concerns with the class teacher and SENCo.

The SEND policy should also be read alongside the Behaviour and Single Equality Scheme policies as they are directly linked.

Management of SEND within the school

The Headteacher has overall responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs. The SENCo is responsible for overseeing and co-ordinating the day to day provision of education of children with special educational needs. The school's governing body have a responsibility to ensure provision for children with SEND is made in line with statutory requirements, as outlined in the SEN Code of Practice 2014.

Co-ordination of SEND Provision:

The SENCo (Special Educational Needs Co-ordinator) for our school is Mrs Sue Regan

The SENCo is responsible for:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND
- advising and supporting other practitioners in the school
- contributing to the CPD of the staff
- ensuring that appropriate SEND Support Plans are in place and that relevant background information about children is collected, recorded and updated using our secure data management system, CPOMS
- liaising with external agencies including the LA, educational psychology services, health and social services, multi-disciplinary hubs etc.
- considering test access arrangements
- supporting children and staff with effective transition
- meeting termly with the SEN governor and report to the leadership team

Monitoring of provision will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources and environment
- scrutiny of all SEND Support Plans content, implementation and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings
- discussions with children regarding support/provision in place
- effective deployment and practice of TAs including interactions and questioning
- pupil premium scrutiny and impact
- informal/formal feedback from staff, parents and children
- progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND

The role of the SEN Governor:

The Governor with responsibility for SEN is Tad Zaranko.

The governor for SEN will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to the SENCo by visiting at least once a term
- be aware of the numbers of children at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our children with SEND
- attendance rates of our children with SEND
- fixed term and permanent exclusion rates of our children with SEND
- any internal exclusions including the frequency and length of time our children with SEND are sent out of lessons as a behaviour management strategy
- that our children are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our children receive a broad curriculum and social experiences, including that they do not disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

The role of the class teacher:

- support the SENCo and senior leadership team to implement this policy and have due regard to the SEND Code of Practice.
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEND Support Plans, implement and review them termly
- set high expectations for every child, including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all children
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the children on a daily basis
- keep abreast of SEND initiatives and CPD
- ensure quality first teaching meets the needs of all learners and their starting points

The role of support staff:

- ensure children become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barrier to learning
- report any observations to the class teacher
- contribute to reports for reviews
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

Admissions

Provision for children with SEND is a matter for the school as a whole. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.

At an interview prior to admission between the Headteacher, SENCo and parent/carers of an in-coming child, information relating to SEN will be sought and recorded. All relevant documentation/records will be given to the class teacher for action. In this way we aim to ensure that the child receives school funded or external support at the appropriate level without delay.

Resources

The school budget, received from NYCC Local Authority, includes funding for supporting children with SEND.

The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.

The Headteacher and SENCo discuss all the information they have about the needs of pupils with SEND in the school, including:

- Children receiving extra support all ready
- Children requiring extra support
- Children who have been identified as not making as much progress as would be expected.

They then decide what resources, training and support are needed. This is reviewed regularly and changes are made as appropriate.

Graduated approach to the identification of and provision for pupils' needs

All staff are responsible for children with SEND.

We are committed to the early identification of, and intervention for, children who may have SEND.

- If concerns about a pupil's rate of progress arise, either by parents or school staff, they are monitored closely by their class teacher in order to determine if they may have SEND.
- The child's class teacher will take steps to provide carefully differentiated learning opportunities to facilitate the pupil's rate of progress.
- The SENCo may be consulted for support and advice and may observe the pupil in class.
- Parents/carers will be informed fully of any concerns and the circumstances under which their child is being monitored. They are encouraged to share information and knowledge with the school.

- The child is recorded on CPOMS as being under observation due to concerns by parent/carer or teacher but this does not mean the child has SEND.

SEN Support

Where it is determined that a child does have SEND, parents/carers will be advised. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place which removes barriers to learning.

Support is provided through a four-part process:

- **Assess** - the class teacher analyses the pupil's needs based on their assessments, taking into account previous progress and attainment and pupil's and parent's views. Where relevant, advice from external support services will also be sought and considered.
- **Plan** - planning will involve consultation between the teacher, support staff, parents/carers and pupils (where appropriate) and SENCo, where necessary, to agree the adjustments and support that are required, which are additional to and different from the curriculum, the impact on progress, development and/or behaviour that is expected. Parental involvement at home may be sought to reinforce or contribute to progress. This plan will be recorded in a Support Plan.
- **Do** - the class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from them as the class teacher. They plan and assess the impact of support and interventions together with anyone else who regularly works with the child. Support with further assessment of the pupil's needs will be provided by the SENCo or external support services where necessary.
- **Review** - reviews will be undertaken each term and will evaluate the impact of support and interventions. The class teacher, in consultation with pupil, parents/carers and SENCo, if necessary, will revise the Support Plan. Where it is felt that a pupil no longer requires SEN Support, this will be discussed with the parents and careful monitoring of the pupil's progress will continue for a term.

Referral for an Education, Health and Care Plan (EHCP)

An EHCP ensures that children with SEND are consistently supported to enable the best outcomes for them. This system runs from birth to 25 years old, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. An EHCP puts children, young people and families at the very centre of the assessment and planning process, to make sure that all views are not only heard but also understood. This process focuses on what is important for children and young people, and what they want to achieve now and in the future.

If a child has lifelong or complex difficulties which mean they require a significantly higher level of support, they may undergo a Statutory Assessment Process for an EHCP. This is usually requested by the school, but can also be requested by a parent. The decision to make a referral will usually be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents and carers
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be collected that relates to the current provision, actions that have been taken, impact and progress and preliminary targets set. A decision will be made by a panel from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education, Health and Care Plan.

Following Statutory Assessment, an EHCP will be provided by North Yorkshire County Council if it is decided that the child's needs are not being met by the level of support that is ordinarily available within school. The school and child's parents/carers will be involved in developing and producing the plan. Parents have the right of appeal against the contents of the plan and may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Recording of provision

The provision which the school makes for a pupil is recorded in the following documents:

- SEND Support Plan (reviewed termly)
- Reports from outside agencies
- Minutes from review meetings
- EHCP if appropriate

Evaluation procedures

Pupil progress is monitored on a termly basis. Progress is identified as that which:

- Better than the child's previous rate of progress
- Closes the attainment gap between a child and their peers

- Prevents the attainment gap from widening
- Demonstrates an improvement in self-help, personal or independence skills
- Demonstrates an improvement in the child's social, emotional and mental well-being

SEND Support Plans are reviewed termly and targets set as appropriate.

Attainment is recorded using the developmental statements of the Early Years Foundation Stage (EYFS) Framework, age related expectations on Insight and GL Standardised Age Scores (Years 1-6). Where children are not yet working within the National Curriculum levels, the Engagement Model statements are used to track progress. Assessment and tracking of pupils' personal, social and emotional development is also recorded as appropriate.

Procedures for concerns

We endeavour to do our best for all children, but if there are any concerns we encourage those involved to approach the class teacher in the first instance. If there are still matters arising, then the SENCo or Headteacher should be contacted and a meeting will be arranged in order to find a solution.

Parents/carers are informed about the SEND information, advice and support service (SENDIASS Service) so that they can obtain support, advice and information if they wish. A link to this service is available via our website.

Professional development for staff

The SENCo attends SEN training/network meetings, cluster meetings, Swaledale Alliance meetings and ensures teachers and support staff are able to access relevant training.

We have regular staff meetings where SEN issues are discussed and Support Plans are evaluated and updated.

Specialist Support Services

We have good working relationships with a variety of external support agencies. Consent is always sought from parents/carers before referring to other professionals.

Partnership with parents

We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential.

We share information with parents/carers in informal conversations and individual meetings. Parents/carers are invited to review meetings to discuss progress and share ways of supporting children at home. We have documented minutes of meetings.

Parents/carers are able to use SENDIASS for support and advice or can bring an appropriate relative/friend to meetings if they wish to do so.

Pupil participation

Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible in all the decision making processes, including setting targets and contributing to their Support Plans, discussing their choices, assessment of needs and being present in the review meetings.

Transfer arrangements

We have procedures in place to ensure that transfer arrangements take place between schools with ease and are perceived in a positive light by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

Agreed: September 2025

Review date: September 2026