

Hunsley Primary

SEND Policy

This policy is applicable to Hunsley Primary
Version 3.i

Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
Name and Title of Author:	Lucy Hudson, Head of Hunsley Primary
Name of Responsible Committee/Individual:	Hunsley Primary Local Governing Body
Implementation Date:	Spring Term 2020
Review Date:	Spring Term 2022
Target Audience:	All Staff, Parents, Pupils, Community Users, Key Stakeholders

Assessment, Marking, Reporting and Feedback Policy

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Policy Statement

The Education Alliance comprises the Multi-Academy Trust (MAT) of South Hunsley School & Sixth Form, Malet Lambert School, Driffield School, The Snaith School, North Cave Primary School & Hunsley Primary

The MAT Vision

The Trust has educational excellence at its heart and is committed to improving the lives of **all** students by helping them to become keen learners who aspire to achieve their best and are passionate about education, seeing learning as an exciting journey that they will continue throughout their life:

The Trust is committed to supporting schools in the Yorkshire and Humber region to come together to form collaborative partnership clusters to develop a shared method of working that helps schools develop local solutions which ensure **every** student, irrespective of need, receives the best education and has high aspirations for their own future.

SEND now forms part of a wider inclusion brief bringing a more coordinated approach to a wide range of support initiatives under the four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Trust Aims and Objectives

The Trust policy together with individual school procedures will enable primary and secondary schools in the Trust to work together in a mutually beneficial way to sustain excellence in learning and teaching for students with SEND through innovation, collaboration and on-going professional development.

We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever his / her needs, is successful in achieving their own personal goals through appropriate personalised support and intervention.

The well-being, personal development, progress and success of every child within the Trust is of the greatest importance and this requires:

- The students to be at the centre of initiatives to improve attainment and progression
- An environment where Trust staff can collaborate to improve the quality of provision
- The open exchange of information and the sharing of expertise across the Trust and within partnership clusters

Trust Values

The values of the Trust are integral to supporting students with a SEND and will provide:

- A student with every opportunity to reach their full potential
- Recognition of the limitless potential of all with no “one size fits all” approach to support
- An Inspiring and challenging environment for students, generating a life-long love of learning
- Inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a hierarchical response
- An innovative environment where new interventions and resources are embraced and initiated in a culture of continuous improvement
- The sharing of good practice within an appropriate and continuous cycle of continued professional development (CPD)

- An on-going drive to achieve academic and personal success
- Ways to work in partnership to improve opportunities for all students in the wider community.

Trust Expectations

All schools within the Trust will publish on their website an SEN Information Report in compliance with the SEND Code of Practice 2014 (6.79) and this report will be updated annually at the start of the new academic year.

This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires schools to provide:

“High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

CoP 1.24

Trust Definition of SEN

“A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.” CoP 2014

Students identified as having a SEN fall into one of two categories:

1. SEN Support (K)

These students require some form of additional support over and above the normal curriculum e.g. reading support, Social Skills group.

2. Statements / Education Health Care Plans (EHCPs)

A minority of students will have a statement of special educational need which sets out the need and the arrangements needed to support that student in school. The statement is a legal document and the school must follow its guidance.

All current statements must be transferred to EHCPs by April 2018 in accordance with the SEND Code of Practice.

This policy sits with the individual school’s SEND Procedures incorporating:

- Identification of need
- The Graduated Response
- Internal / external support provision
- Physical access
- Monitoring & evaluation
- Home / school links

- Trust links
- Contact points

Trust SENCo Contact Numbers:

- | | | |
|-----------------|---|--|
| • J Donkersloot | Trust SENCo based at South Hunsley School | 01482 631208 |
| • S Catlow | SENCo | Malet Lambert School 01482 374211 |
| • J Sweeney | SENCo | South Hunsley School 01482 631208 |
| • F Warren | SENCo | Driffield School 01377 253631 |
| • J Whitelam | SENCo | Hunsley Primary 01482 330883 |
| • J Whitelam | SENCo | North Cave Primary School 01430 422551 |
| • A Walker | SENCo | The Snaith School 01405 860327 |

Hunsley Primary Procedures and Processes

Roles and Responsibilities

School Leaders:

- **Must display the policy clearly on the school website for parents and other stakeholders to read**
- Must ensure that all staff in school have access to and understand the policy.
- Must ensure that parents and carers are informed and involved in SEND provision for their child and that their voice and the voice of the child are heard in the provision and review of support, and that this information informs school self-evaluation processes.
- Must ensure that all staff are trained to deliver highest standards of teaching and learning for all pupils, in accordance with the Code of Practice.
- Must ensure that standards of provision are monitored and evaluated to ensure best practice in SEND provision is maintained.
- Must ensure that external agencies and professionals are fully involved in the processes where appropriate and that appropriate expertise is sought where needed.

Staff:

- Must read and adhere to the policy
- Must meet the expectations upon all staff to offer Quality First Teaching in Wave 1 which meets the needs of all pupils.
- Must engage in professional development which enhances their understanding and expertise regarding the Areas of Need and how to identify special educational needs.

Governors:

- Must ensure that the school has a SEND Policy and that it is regularly reviewed every two years
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for the policy (e.g. Head of Hunsley Primary)
- Must ensure that the effectiveness of the Policy is regularly monitored and that this is reported to the Hunsley Primary Local Governing Body.

Equality and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

1. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks

- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

Systems and Processes

Identification of Need

- Typically through routine transition data collections, visits to the feeder pre-schools, transitional review meetings (where appropriate), pupil induction days and through parents' evenings
- For pupils transferring from out of catchment, mid-term or joining the school after Reception information is requested from parents, pupil, external agencies (if applicable) and the previous school
- Any necessary additional testing (deemed necessary through discussion with classroom teachers, Key Stage leaders and parents)
- At Hunsley Primary, we believe that withdrawal from lessons for support should be minimised to ensure that the pupil remains in a familiar environment, included with their peers in the group's learning and has access to the classroom teacher and the activities taking place within the whole group. This creates the conditions conducive to rapid progress.

SEND Support

- All pupils given intervention support in the classroom, from a Teaching Assistant for example, have a pre and post assessment to assess the progress they have made
- At the end of an intervention period progress is assessed and the decision is taken as to whether more support is needed or not. This may result in another intervention being implemented or the pupil being removed from SEND Support.
- Additionally, there are three whole school data collections every year: December, March and July and the progress of the SEND Support pupils is closely monitored by teachers and school leaders to ensure these pupils are reaching their predicted target grades.

EHCPs

- An annual review of a EHCP is carried out close to the anniversary of the issue date. Support arrangements are discussed with parents and the pupil to ensure resources are being used to maximum effect

Learning Support Provision

Learning Support provision is delivered by Hunsley Primary Teaching staff as well as Learning Support staff (e.g. the SENDCo & TAs), to ensure that the best possible level of expertise and educational support is on offer to each pupil.

The Headteacher at Hunsley Primary manages the day to day work of the TAs and works with the SENCo to coordinate provision for SEND, advise the teaching staff on a graduated response to pupil need, liaise with external agencies and parents, coordinate transitional arrangements, maintain records and monitor the progress and attainment of all SEND pupils.

Examples of school-based support provision

- In-class support
- Small withdrawal
- Literacy intervention
- Numeracy intervention
- Reading Support
- Online sessions for dyslexic pupils
- IT resources (apps, programs, laptops & tablets)
- Lunchtime Games Club (supervised)
- Social Skills groups
- Personal care
- Physiotherapy
- EAL programmes (EAL – English as an additional language)
- External Assessment concessions
- Quality First Teaching (QFT) - Mainstream teachers provide an initial 'first wave' graduated response to concerns raised about a pupil.

The graduated response – Quality First Teaching (QFT)

Where a concern is raised about a pupil in class the first step is for the class teacher to assess the pupil's needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time at which point progress will be reviewed. The teacher's response should follow the following structure:

- Assess
- Plan
- Do (this may involve, for example, the intervention support offered by a TA)
- Review

QFT is the expectation that most issues can be resolved by the subject teacher applying an appropriate support strategy.

If the problem remains unresolved after appropriate support strategies have been tried, then the teacher will seek the advice of the SENDCo who will work collaboratively with the teacher to explore other forms of support.

Examples of External Support

The schools of the Trust work routinely with the following agencies:

- EIS (Education Inclusion Service – includes educational psychology)
- SALT (Speech & language Therapy)
- SAPTS (Sensory and Physical Teaching Service)
- CAMHS (Child & Adolescent Mental Health Service)
- YFSS (Youth & Family Support Service)
- Social Services

- Physiotherapy / Occupational Therapy
- NHS

Physical Access

- All areas of the buildings on site have ground floor classroom access and further access adaptations are offered where necessary, e.g. ramps for access
- Classroom adaptations are offered where necessary, e.g. height adjustable tables placed in appropriate classrooms.

Links to further support SEND provision

Home / School Links

- Parents' evenings
- Induction evening
- ParentLearn workshops
- Home / school reading schemes
- Annual reviews
- Individual arrangements where appropriate and depending on need
- Letters, phone calls and use of the planner are on-going. Parents are encouraged to contact the school if they have any concerns; usually the first point of contact is either the SENDCo or the pupil's class teacher

Hunsley Primary Partnership Links

- Half termly meeting of all partnership SENDCos at South Hunsley School feeder primaries which includes all feeder primary schools, St Anne's Special School, the SENDCo at South Hunsley and the educational psychologist for the partnership.
- The transition process for SEND pupils begins in the summer prior to Reception with a transitional review and individual transitional arrangements are made as required.
- In Y6 there is an additional Induction Day for identified pupils, which precedes the main induction day to secondary. For some pupils a series of visits may be needed to help with the adjustment to secondary school. Arrangements are personalised as necessary.

Monitoring of Compliance with and Effectiveness of the Policy

The **Board of Trustees of The Education Alliance** is responsible for the final approval of this Trust policy.

The **Local Governing Body of Hunsley Primary** is responsible for ensuring that the school procedure is implemented fairly, consistently and objectively.

The **Head of Hunsley Primary** is responsible for overseeing the introduction, implementation, monitoring and review of this integrated school version of the Trust policy..

Review

This policy will be reviewed within 2 years of the date of implementation.

