

# Hertford Vale C of E Primary School



## SEND information / Policy

### (Special Educational Needs & Disabilities)

Compassion Friendship Thankfulness Fellowship

Approved by the Governing Body 30<sup>th</sup> January 2017

At Hertford Vale CE Primary School we are committed to working together with all members of our school community and we believe in participation for all. Christian values underpin the work of the school and our care of the individual. We aim to be inclusive and responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

This policy is written in line with the requirements of:-

- Section 69(2) of the Children and Families Act 2014
- SEN Code of Practice – January 2015

This policy should be read in conjunction with the following school policies:

Behaviour Policy, Equality and Diversity Policy, Safeguarding Policy, Accessibility Plan, Vulnerable and Looked after Children and the General Complaints Procedure.

### How we identify SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (January 2015, p15)*

### Definition of disability

Many children and young people who have SEN may also 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' SEN Code of Practice (January 2015, p16)

### 1. SEND provision at the school

At Hertford Vale C of E Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar such as sensory impairments, for example those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. As a school we can access relevant training and seek advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plans are made by North Yorkshire County Council.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2. Identification and assessment of pupils with SEND**

At Hertford Vale C.E Primary School we monitor the progress of all pupils each term to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 Phonics Screening, Read Write Inc, Moondog reading scheme, ELSA and ELKLAN trained staff, and Hodder Reading assessment schemes.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to close the gap. Examples of extra support are: fine and gross motor skills, speech, language, social and emotional and intervention group / 1-to-1 work.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils we will use a range assessment tools to determine the cause of the learning difficulty. We have access to external advisors such as a Speech and Language Therapist and an Educational Psychologist who are able to complete more detailed assessments.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into an 'Individual Education Plan' and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

When any change in identification of SEN is changed parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

## **3. Making provision for pupils with SEND**

### How Hertford Vale evaluates the effectiveness of its provision

Each review of the IEP will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (January 2015)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. An annual review of SEND IEP's effectiveness will be reported to the governing body.

### Assessing and reviewing the progress of pupils with SEND

Every pupil in the school has their progress tracked every term. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

### Hertford Vale's approach to teaching pupils with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered SEN Code of Practice (January 2015) We also incorporate the advice

provided as a result of assessments, both internal and external, to adapt the curriculum and learning environment for children with SEND.

#### Additional support for learning that is available to pupils with SEND

As part of our budget we receive 'Pupil Premium funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support.

#### How Hertford Vale includes pupils with SEND to engage in activities (including physical activities) together with children who do not have SEND

All clubs, trips and activities offered to pupils at Hertford Vale C of E Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

#### Support that is available for improving the emotional and social development of pupils with SEND

At Hertford Vale C of E Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following; mentor time with member of senior leadership team, time-out space for pupil to use when upset or agitated etc

#### **4. The name and contact details of the SEND Co-ordinator**

The SENDCo at Hertford Vale C of E Primary School is Andrew Barber who is the headteacher.

Mr Barber can be contacted via the school office at [admin@hertford-vale.n-yorks.sch.uk](mailto:admin@hertford-vale.n-yorks.sch.uk) or telephone 01944 710273.

#### **5. Expertise and training of staff in relation to children and young people with SEND**

All teachers and teaching assistants have had SEN New Code of Practice training. Where a training need is identified beyond this we will find a provider who is able to deliver it.

#### **6. Equipment and facilities to support children and young people with SEND**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the SEN funding, or seek it by loan.

#### **7. Consulting /involving parents of children with SEND**

All parents of pupils at Hertford Vale C of E Primary School are invited to discuss the progress of their children on two occasions a year at parent evenings, and receive a written report every term. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked, evaluated and is available to share with parents.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **8. Consulting young people with SEND**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them. Parents are likely to play a more significant role in the early childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **9. How the governing body treats complaints from parents of pupils with SEND**

The normal arrangements for the treatment of complaints at Hertford Vale C of E Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher and /or SENCO / Headteacher Andrew Barber, to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. There are some circumstances, usually for children who have a statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

## **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils**

The governing body, through the SENDCo, has engaged with the following bodies:-

- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice.

## **11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32**

## **12. The school's arrangements for supporting pupils with SEND in transferring between schools**

Transition is an important part of life for all children and supportive plans for transition are key to ensuring a smooth transfer for children and parents. At Hertford Vale School upper Key Stage 2 teachers work closely with local secondary schools in the same way that Early Years staff work with pre-school providers.

## **13. Information on where the local authority's local offer is published.**

[www.northyorks.gov.uk](http://www.northyorks.gov.uk)

## **Funding for SEND**

Hertford Vale CE Primary School receives funding directly to the school from the local authority to support the needs of children with SEND and we determine how best this money can be spent in supporting children in school. This money is spent on extra resources and adult support. All children are assessed regularly across the curriculum, so that areas of need can be identified quickly and a suitable intervention can be made. In certain cases, a child can be performing well above expectations. These children also have a right to access to a curriculum that meets their needs, which the school is able to deliver through the staff's individual expertise.

**To be reviewed January 2019**