



**Special Education Need and Disability (SEND) Policy**

**Approved by Governors : March 2018**

**Review Date : March 2021**

## **Special Education Need and Disability (SEND) Policy**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to our school's SEN Information Report. This policy has been written in line with the National Association for Special Education Needs (NASEN) guidelines 2014.

### **SECTION 1: Hamilton Primary School's Beliefs and Values Regarding SEND**

At Hamilton we are committed to providing quality education and have high expectations of our pupils. We value a broad range of talents, abilities and achievements. Our aim is to motivate each pupil in a positive way and helps them to find interest, satisfaction, enjoyment and a sense of achievement in their schoolwork and a sense of wonder in the world around them.

The Early Years Foundation Stage Framework and the National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. Our teachers set suitable learning objectives that consider their class's diverse learning needs. Some children have a learning difficulty or disability which calls for special education provision to be made for them.

Our aims are:

- To have high ambitions and set stretching targets for children, track their progress towards these goals and keep under review the additional or different provision that is made for them.
- To ensure early identification of children's needs and early intervention to support them by collaborating with education, health and social care services.
- To have a clear focus on the participation of children and parents in decision-making at individual and strategic levels
- For the SENCo to provide support and advice for staff working with children with special educational needs and disabilities ensuring that they receive relevant training.
- To promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
- To work within the SEND (Special Education Needs or Disability) Code of Practice, 2015.

### **SECTION 2: What is Hamilton Primary Schools Approach to SEND?**

At Hamilton Primary School we feel a child has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for additional provision to be made for him or her.

Many children 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.

Our aim is raise the aspirations of and expectations of all pupils with SEND; Hamilton Primary School provides a focus on outcomes for our pupils and not just hours or provision/support.

### **SECTION 3: How does Hamilton identify Special Educational Needs?**

The SEN Code of Practice describes four broad categories of need. These are

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

These four broad areas give an overview of the range of need. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. We aim for the special educational provision we make for a child to be based on an understanding of their particular strengths and needs and seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At Hamilton we feel it is particularly important that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress. Where we identify that a child has SEN we are committed to work in partnership with parents to establish the support the child needs. If we need to make special educational provision for a child with SEN we will inform the parents.

A Child's area of need can be identified in many ways for example

- Concerns are raised by parents/carers, teachers or the child
- When limited progress is being made in related expectations
- If there is a significant change in the child's behaviour or attainment
- Where concerns are raised by external agencies (e.g. GP or school Dr/Nurse)
- Information provided from previous setting (e.g. pre-school)

We are aware that many factors, not necessarily SEN may also impact on progress and attainment. These are

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

## **SECTION 4: Hamilton's Graduated Approach to SEN Support**

The method of identification and provision requires a graduated approach. Class teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from learning support assistants and specialist staff.

At Hamilton we believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional support cannot compensate for lack of good quality teaching. The senior leadership team regularly and carefully reviews 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 SEN most frequently encountered.

The Class Teacher and SENCo ultimately decide on whether to make special educational provision. They consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations for progress. This includes accurate and formative assessment, using effective tools and early assessment materials. For higher levels of needs, the SENCo may make referrals to draw on more specialised assessments from external agencies and professionals.

An 'Assess-Plan-Do-Review' cycle is implemented throughout the school. This is revisited, refined and revisited with a growing understanding of the child's needs.

### **Assess**

In identifying a child as needing SEN support, the class teacher, working with the SENCo and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working within the setting, the SENCo will contact them, with the parental agreement.

### **Plan**

Where it is decided to provide SEN support and having formally notified the parents, the SENCo will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. 'Support Plans' will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision of the 'Support Plan' or contributing to progress at home.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. With support from the SENCo, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCo should support the class teacher and relevant support staff in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the class teacher and the SENCo working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will be given clear information about the impact of the support provided and be involved in planning next steps.

Where a child has an EHC (Education Health Care) plan, the local authority **will** review that plan as a minimum every twelve months. As part of the review, the local authority normally asks the school to hold the annual review meeting on its behalf.

## **SECTION 5: How Does Hamilton Manage Pupil Needs on the SEN Register?**

Hamilton refers to the Essex Provision Guidance Toolkit to determine the level and type of provision required. A child is added to the SEND register when provision that is 'different from and additional to' quality first teaching is consistently provided across the curriculum. Where the child requires further support the SENCo will consult with external agencies, where appropriate, in consultation with parents/carers and the child.

At Hamilton we currently grade our support in two tiers referred to as 'Level 2' and 'Level 3'. Level 3 implies a higher level of need and often outside agencies are involved in the support of the children concerned. Level 3 is not a statement of SEN or an EHC plan. Class teachers, parents/carers, children and the SENCo work together to create a 'One Plan' with clear outcomes. The class teacher, supported by the SENCo, is responsible for maintaining and updating the plans for all children placed at Level 2. At Hamilton it is the SENCo's responsibility for maintaining and updating all plans for children at Level 3. Support Plans are reviewed on an agreed date and at least twice yearly.

## **SECTION 6: What is the Criteria for Exiting the SEN Register**

If progress is made in line with the Essex Provision Guidance Toolkit and the gap between the pupils attainment is narrowed between them and the other children their age and/or the child has achieved the outcomes identified in their area(s) of need then, in discussion with the parent/carers and the child, they will be removed from the SEN register. This would be part of the 'Assess – Plan – Do – Review cycle. These children will be monitored to ensure that progress is maintained.

## **SECTION 7: How Hamilton Supports Pupils and Families**

Hamilton Primary School's SEN Information Report is available on the school website. Parents/carers can also access additional information from the Essex Local Offer which can be found on the Local Offer website [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk). Our admissions arrangements can be found on the school website [www.hamiltonprimary.com](http://www.hamiltonprimary.com)

Where the school or parents/carers consider that advice from another professional needs to be sought to best support the child further, we will work together to access this pathway and implement recommendations in school. Parents can ask for referrals through their GP or the SENCo can make referrals via the Community Paediatric Team. Parents are invited to meet professionals from outside agencies that are going to be working with their children at the

earliest opportunity. Professionals are asked to submit a report to the SENCo following their visit. The SENCo makes sure this information is shared with the class teacher. Outside agencies tend to mail any reports they make directly to parents but should this not be the case the SENCo will ensure that all documents are passed on.

We support pupils and families through:

- Support plan review meetings
- Advice on how to support learning at home
- Regular contact with the class teacher or SENCo e.g. home/school diary, parent mail
- Education Welfare Officer
- Attendance at review meetings
- Joint working visits with other professionals

Following a school or self-referral, parents/carers and children may also receive support from the following agencies

- Occupational Therapy
- Physiotherapy
- Vision Training Clinic
- Specialist Teacher Team
- EWMHS (Emotional Welfare and Mental Health Services)
- The MAZE Colchester
- The Junction Counselling Service
- Educational Welfare Service
- Educational Psychology Service
- Play Therapy

### **SECTION 8: How does Hamilton support transitions from or to other settings?**

Every summer term our Foundation Stage teachers liaise with the staff of the local nurseries to try and ensure a smooth transition into Primary School. At these meetings information about a pupil with SEND would be shared. In addition we ask parents of children starting school to complete a details questionnaire and ask them to share information relating to a SEN, medical need or disability in order to have the clearest possible picture of the child's needs before they start school. A transition meeting will then be held within a few weeks of starting school.

In the summer term each year the SENCo at Hamilton invites the SENCos of the feeder secondary schools to meet with Year 6 teachers to ensure they are ready to meet the needs of the children concerned. All SEN school records are passed to the school to which the child transfers. Children with an EHC have additional visits to their secondary school to have the opportunity to get to know key members of staff that will be supporting them.

Parents of children with an EHC are given the opportunity to discuss transition to secondary school at annual review that takes place in the summer term of Year 5. At this point amendments to the EHC can be made with vision of the child attending a secondary school setting in mind.

### **SECTION 9: How does Hamilton support children with Medical Conditions?**

Hamilton's medical needs policy can be found on the school website [www.hamiltonprimary.com](http://www.hamiltonprimary.com) At Hamilton we recognise that pupils at school 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 disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Children with an identified medical condition have an individual Health Care Plan. Where possible these are written by medics supporting the child e.g. a paediatric epilepsy nurse would write a health care plan for a child with epilepsy. It may be appropriate for the SENCo to draft a medical plan. This would always be written in partnership with the parents/carers. Health Care Plans are reviewed annually or as required e.g. following a change in medication. Hamilton provides staff training to support the medical needs of children and regularly shares and updates information with relevant staff.

### **SECTION 10: How does Hamilton Monitor and Evaluate SEN Provision?**

SEN provision is monitored by

- SENCo observations of LSAs supporting children with SEND
- Termly Pupil progress meetings between the Deputy Headteacher and each class teacher
- Senior leaderships teams analysis using target tracker
- Book scrutiny
- Performance management observations and discussions
- Feedback from parents through questionnaires
- Regular meetings between the SEN Governor and the SENCo
- Annual reviews and 'One Planning'
- Senior management team observing class teachers
- SENCo observation of pupil progress using focus groups on our in house assessment system

Evaluation and monitoring arrangements promote an action process of continual renewal and improvement of provision for all pupils.

### **SECTION 11: How does Hamilton account for Training and Resources?**

Funding for children with SEN comes from different sources but primarily these are

- Key Stage Funding – Every school receives funding dependant on how many pupils they have on roll.
- National Funding – each school is awarded an additional fund dependant on how many children they have on the SEN register.
- Funding for children with an EHC – the school is allocated an annual sum dependent on the level of need. The Headteacher and Senior Leadership Team regularly meet

to discuss how funding should be allocated. The Headteacher informs the School Governors on how the SEN budget is to be allocated each year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place concerning the school's SEND provision and to discuss the needs of individual pupils. The school's SENCo regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **SECTION 12: How is Information at Hamilton Stored and Managed?**

All SEN documents are kept in files in a locked cabinet in the Deputy Headteacher's office. Some duplicated documents may be stored in the classroom in yellow folders. Classrooms are locked at the end of the day. Very sensitive information, child protection issues for example, are stored in a locked filing cabinet in the Headteacher's office. Documents are passed to the receiving school when a child leaves. The receiving school will sign to acknowledge receipt.

### **SECTION 13: Who reviews the SEND Policy and how often?**

The SEND policy will be reviewed every two years or sooner in light of significant changes at Hamilton Primary School.

### **SECTION 14: Accessibility**

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs (Local Authorities) to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Hamilton has an Accessibility Plan and Strategy (as part of the single equality scheme) that is available from the school office.

### **SECTION 15: How are complaints dealt with at Hamilton?**

All complaints are dealt with in line with the Complaints Policy, which is available on our website [www.hamiltonprimary.com](http://www.hamiltonprimary.com)

Reviewed by Joanne Arnold  
SENCo  
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