

# HARESFIELD PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY – September 2024

'Trusting in God, together we live, learn and grow.'



email: [admin@haresfield.gloucs.sch.uk](mailto:admin@haresfield.gloucs.sch.uk)

website: [www.haresfieldschool.co.uk](http://www.haresfieldschool.co.uk)

Tel: 01452 720303

### Our School Vision

*At Haresfield Church of England Primary School we want everyone to know that they are unique, special and worthy in the sight of God and to "Aim High". To be the very best that they can be.*

*We strive to achieve this through our Christian values rooted curriculum. By working together to learn what God wants for each of us, we offer an ambitious, creative curriculum in which we help each child to flourish and grow. We endeavour to provide the children in our care with a passion for learning and to appreciate the wonder of our world. When they leave our school our aim is to ensure they have the key skills ready to cope with life at whatever level they are. The school is supported by an effective partnership with parents and the community.*

A child or young person has Special Educational Needs and Disabilities (hereafter called 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 or disability if he or she:

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Haresfield Primary School's SEND information report to parents, which also serves as the school's contribution to the Gloucester County Council local offer, outlines the specific provision available at our school and is available on the school website or via the school office.

### RATIONALE

Haresfield Primary School values the contribution that every child and young person can make, and welcomes diversity of culture, religion and intellectual style. We seek to raise achievement, remove barriers to learning and to increase physical and curricular access for all. All children with SEND are valued, respected and equal members of our school. In accordance with the SEN Code of Practice (2014) we aim to enable pupils with SEND to reach their full potential in a supportive environment, to be fully included within our school community and to help them towards making successful transition to adulthood.

### AIMS

Our aim is for all children with SEND to **reach their full potential** in a supportive environment that prepares them well for the future and allows them to;

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution

### OBJECTIVES

- To identify SEND as soon possible and implement appropriate provision focussing on the needs of the whole child, taking an 'early help' response.

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- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs, using the PACE approach to identifying and supporting need.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To work closely with other agencies and services and wider partners to ensure a robust response to pupil and family needs.
- To take the views and wishes of the child into account.

### ROLES AND RESPONSIBILITIES

- *Special Educational Needs and Disabilities Coordinator (hereafter written as SENDCo.)*

**Mrs Bacon is the SENDCo.** Mrs Laura Geatches is the assistant SENDCo. As such they have responsibility for the day to day operation of the policy and for co-ordinating provision for pupils with SEND. The SENDCo ensures liaison with other professionals in respect of children with SEND. The SENDCo advises and supports other teachers within our school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. A summary of this information is recorded in the **Haresfield Primary SEND and Vulnerable child School Provision Map**.

- *The SENDCo, the Head Teacher, Senior Management Team and the Governing Body.*

The governing body have appointed a responsible governor, Mrs Williams, who liaises with the SENDCo and reports regularly to the governing body on the provision made for pupils with SEND. The SENDCo liaises regularly with the Head Teacher and the Senior Management Team in the strategic development of the SEND policy and provision.

Any concerns regarding safeguarding should be communicated initially to the Head Teacher, Mrs Bacon.

- *Class teachers.*

Class teachers, supported by the Senior Management Team, are primarily responsible for high quality teaching for all, taking account of areas of strength and weakness and regular assessment of progress for all pupils. They should seek to identify pupils making less than expected progress given their age and individual circumstances. The class teacher and SENDCo are responsible, with advice from outside agencies, for devising additional or different strategies for those pupils identified as SEND and reviewing impact of interventions. They work together to produce 'My Plans' and then, if necessary, the move towards 'My Plan+' and possibly an application for an 'Education Health and Care Plan' (EHCP).

### ADMISSION ARRANGEMENTS

The Head Teacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. These arrangements apply to **ALL** children and even in the event of being over-subscribed the school will not refuse admission to a child simply because we cannot cater for his or her special educational needs. We pride ourselves in our care and dedication to the needs of all our pupils and have had considerable success in the past in integrating pupils with a wide range of special educational needs. We have been complimented on our inclusive approach to learning by visitors, parents, professionals and Ofsted.

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### ALLOCATION OF RESOURCES

The formula budget delegated to the school includes an allocation for pupils in the school with special educational needs. Part of this budget has been used to help the governors to increase staffing. This often means that class sizes can be kept small and thus class teachers can devote more time to the needs of all individuals in their care. The governing body believes, with the wholehearted support of the staff, that this decision is in the best interests of all our pupils, but particularly those with SEND. When it is not possible to keep class sizes small then the larger classes receive extra support.

Pupils with an Education Health and Care Plan (EHCP) receive extra help or resources in accordance with their individual needs.

### ARRANGEMENTS FOR IN-SERVICE TRAINING

The development of our expertise in being able to identify, assess and successfully remediate learning difficulties is considered by all staff to be a major school priority. The SENDCo attends training as appropriate and when available. Teaching staff, support staff and midday meal supervisors attend relevant courses, often held locally or in school. In addition, a careful study of other available training is made in order to ensure that we develop knowledge and appropriate skills for all staff. Arrangements are made for health and medical training as appropriate and more recently e.g. autism training, mental health training, speech and language training for TA's, the EPS service's story links training, allergies, safe handling training and medical conditions such as Diabetes, allergy and sensory.

### IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW.

Identification and assessment of pupils with possible SEND is made initially by teacher judgement. This is based upon how individuals are coping with differentiated work, their performance in all subjects at the end of Foundation Stage (EYFS), KS1, KS2; as well as how their progress matches the *national* performance indicators for their age group. Interventions are implemented as and when necessary and assessed to measure impact.

This identification process follows a graduated pathway:

Pupil voice is very important and as such the '**Haresfield My Profile**' is filled in by all pupils not just those with SEND at the beginning of each academic year and reviewed; with individual children throughout the year, and by all children at the end of the year.

A **Record of Concern** (RoC) is logged if a teacher, parent or other agency is concerned at any time for a child accessing the national curriculum at as expected rate. This will progress to a '**My Plan**' (MP) written when children are identified as having SEND. MP's are used to identify the needs, actions and outcomes needed to support pupils with SEND and promote progress. If necessary a 'My Plan+' and 'My Assessment' will be completed to enable further assessment and access relevant support. This may then be followed up with an application for an Education, Health and Care Plan (EHCP). Reviews are held at all stages of this graduated pathway. All children on a MP, MP+, My Assessment or EHCP at Haresfield school will have a tracker set up to log provision and outcomes. This helps us to keep track of interventions provided and gives a record of the impact of these. We set targets with the child and the tracker provides a point at which outcomes can be captured and planned for.

Pupils on EHCP or where need is seen as necessary, we carry out a **GCC risk assessment**. Risk assessments are written with and involve the pupil, parents and any external agencies and are reviewed approximately every 6 weeks, or at the same time as reviewing provision and the impact of termly interventions/ staff changes/ resources.

### MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEND.

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect the governing body reports annually to the parents upon the quality of education provided for, the achievements of pupils including those with SEND, successes and aspects for

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future development. The school employs a series of methods to gather data for analysis including:-

- ✓ Regular observations of teaching by the Head Teacher.
- ✓ Moderation of teacher planning and pupil work.
- ✓ The regular and targeted views of parents and the pupils.
- ✓ Maintenance of assessment records which illustrate progress over time (e.g. reading and spelling ages, key objectives, Foundation Stage Profiles, Verbal Reasoning and Non-Verbal Reasoning, pupil progress meetings, and SATS scores).

### **ACCESS TO THE CURRICULUM**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes and study the curriculum appropriate for their age.

All teaching and support staff strive to:-

- Provide suitable learning challenges
- Meet pupils' diverse learning needs.
- Remove barriers to learning and assessment in their planning and teaching.

Teachers plan carefully for their classes, having due regard for differentiation, coherence, breadth and balance. They match learning to the needs and abilities of the pupils. They use a range of strategies and teaching styles to develop pupils' knowledge, understanding and skills, where appropriate materials are modified or support is provided to enable pupils with SEND to access learning or assessment processes.

The accessibility plan is available on the school website or via the school office.

### **ACCESS TO THE WIDER CURRICULUM**

In addition to the statutory curriculum the school provides a wide range of additional activities, e.g. football, rounders, gym, art, science and nature, musical instruments, country dancing. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

### **ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS.**

As the partnership with parents is so essential to the success of our policy we hope that all concerns could normally be dealt with in an informal way through discussion initially with the class teacher and SENDCo, then with the Head Teacher as necessary.

If the parents remained unhappy after this meeting then they would follow the formal complaints procedure as detailed in the school prospectus.

### **LINKS WITH OTHER SCHOOLS, TEACHERS AND FACILITIES.**

We are most anxious to ensure that we maintain our excellent links with local pre-school organisations and with secondary schools who receive our pupils. We have links with local playgroups which help when liaising between playgroup leader, reception class teacher and SENDCo - this is ongoing. This ensures that the nature of any difficulties is well known when the child starts and that we are in a position to act to help them early on.

Every year children transfer to our school from other primary schools. These children are screened early on to identify any difficulties and staff always read records sent on with the child to see if any have been identified previously. Parents / guardians of these pupils are invited into school very early on to discuss their needs and desires for the future.

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Children leaving our school go to a variety of local secondary schools. We all aim for a smooth transition for all our pupils but for those with difficulties we think it is particularly important to arrange face to face discussions with appropriate staff at the receiving school and to make sure that full records are passed on. Our current practice involves liaising with several secondary schools.

For our pupils with SEND we make regular use of multi-agency support services. Informal relationships with these services are good but when we require more formal help referrals are made. Our School Nurse is a regular visitor to school and is well known to our children and parents. We work closely with her to ensure that regular medicals in school are used to bring a medical perspective to our efforts to help our pupils.

Social Services work closely with individual pupils and families and we are always informed and consulted. The Head Teacher is invited to Case Conferences and other meetings when the welfare of our pupils is an issue. The Educational Welfare Officer, works closely with us to deal with any problems should they arise.

### **THE ROLE PLAYED BY PARENTS OF PUPILS WITH SEND.**

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, seeks to provide user-friendly information and strives to ensure that their views are always sought, usually through informal contact between parents and class teacher. This academic we started to run the intervention Story Links, which has proven success in reading levels going up for children who struggle in reading. This intervention also helps parents work with their children at school and home to establish fun and enjoyable storytelling and reading together. We pride ourselves on our openness with, and accessibility to parents, and we support and empower parents to:-

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

#### **Links to other policies:**

- **Anti-bullying**
- **Online safety and Internet**
- **Harassment**
- **Home school agreement**
- **Positive Handling**
- **Safeguarding (child protection)**
- **Staff policies**

#### **Monitoring and Evaluating**

This policy will be monitored and evaluated by the Head, Senior Management team and the Governors through the Curriculum Committee.

Date of policy                      Sept 2024 reviewed annually

Next review                        Sept 2025

Signed .....(Chair of Governors)