



Honeybourne Primary Academy Special Educational Needs and Disability (SEND) Policy and Information Report

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Approved by	Governing body

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1. Aims

Our SEN policy and information report aims to:

Provide every child with access to a broad and balanced education. This includes the Early Years Foundation Stage and the National Curriculum 2014 and inline with the Special Educational Needs Code of Practice.

At Honeybourne Primary Academy we support and make provision for pupils with special educational needs (SEN) by:

- Staff members seek to identify the needs of pupils with SEND as early as possible, following our identification of needs process (SEND Vision and Process Policy). This is most effectively done by gathering information from parents and health and care services, prior to the child's entry into the nursery/school.
- Monitor the progress of all children in order to aid the identification of pupils with SEND. Continuous monitoring of those children with SEN by the nursery/school staff will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the Early Years Foundation Stage and the National Curriculum 2014. This will be coordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.
- Working with parents to gain a better understanding of their child and involve them in all stages of their child's development. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Working with and in support of outside agencies when the children's needs cannot be met by the school alone. Some of these services include the Learning Support Team, Educational Psychology Service, Speech and Language Therapy, CCN Team (Complex Communication Needs Team), Children and Adult Mental Health Service (CAMHS), cluster network of SENDCo's.
- Creating a school environment where children can contribute to their learning. This means encouraging relationships with adults in school where children feel safe and voice their opinions of their own needs and carefully monitoring the progress of all children at regular intervals. Children participation is encouraged throughout school by wider opportunities such as plays, trips and sportsday etc.

At Honeybourne Primary Academy, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community. Within our school, every teacher is a teacher of every child including those with SEND and additional needs. We take pride in providing a fully inclusive practice as was noted by Ofsted (2020); *'Pupils with special educational needs and/or disabilities are fully included in all aspects of school life'*.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Rachel Evans-Cook.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services

- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor, Steve Bullen will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher, Dominic Davis will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN. We recognise that all behaviours tell us something (please refer to our Promoting Positive Behavior and Relationship Policy). Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behavior do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Many children and young people 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, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including trips and physical development. 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.

Please refer to Annex 1 for more information.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health and external professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer:

<http://worcestershirelocaloffer.org.uk/>

or by contacting the SEND Information and Support Services on:01905 610858

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Worcestershire Children's First, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least 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, for example, reducing or increasing levels of support.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We encourage all new children to visit the school prior to starting.

We can create an individual plan for the child if transition is likely to prove challenging.

For children starting in Reception, the Headteacher and reception staff hold meetings for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other. The reception staff also carry out a home visit to help the child to feel that we know them well as an individual.

A transition form is sent to all pre-schools and other schools prior to children transferring to Honeybourne Primary Academy. The Headteacher/class teachers/pupils will visit settings where it is felt there is a need.

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs, then an IEP or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. Where children are transferring to another school at the end of their time here, we will meet with the staff at the receiving school and pass over all relevant documents. The staff here are always available for consultation even after transfer.

At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil).

Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.

Retaining responsibility for the child, including working with the child on a daily basis

making themselves aware of the school's SEND policy and procedures for

identification, monitoring and supporting pupils with SEND. Directly liaising with parents of children with SEND.

We also provide a high range of interventions to meet individual needs including:

Educational Psychologist (1 day a month)

- Speech and Language Therapist (weekly)
- Occupational Therapist (as needed)
- Access to the Local Authority Inclusion Team
- 1:1 or small group teachers
- Learning Support Team (Chadsgrove Special School)
- Learning Support (The Vale Special School)
- Behaviour Support Team (Perryfields Primary PRU)
- Support Professionals
- Trauma Informed Practitioner
- Physiotherapy (as needed)
- CCN Team (communication and complex needs)

Professional training for school staff is provided to deliver specialist interventions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Most areas of the school are accessible by wheelchair. Ramps are provided near stepped areas. Unfortunately, there is no visitor parking on the school site. There is parking available on the roadside adjacent to the school. Visitors and parents are always asked to park with consideration to our neighbours.
- Accessible toilet facilities are available both by the main reception and next to the children's toilets in the main part of school. This doubles as a first aid room and can be used as a changing area should it be necessary.

Please refer to our accessibility policy for more information and if you have specific access queries or concerns please speak with us.

5.8 Additional support for learning and working with other agencies

Our teaching assistants are trained to deliver interventions, supporting pupils on a 1:1 basis, pupils in small groups and supporting children in the classroom.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Chadsgrove School (LST/Play Therapy)
- CCN Team (Communication and complex needs team)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy - targeted and universal support, which includes project work such as training for teachers and TAs, monitoring of provision as well as assessment and direct therapy input with pupils
- Professional training for school staff to deliver specialist medical interventions
- Special Educational Needs Independent Support Service or SENDIASS (to support families through the SEN processes and procedures). They can be contacted on – 01432 260955
- School Nurse
- Health visitor
- Occupational Therapy
- CAHMS Cast
- Paediatrician
- CCN Team

5.9 Expertise and training of staff

Our SENDCo is accredited in the national SENDCo Award. Continuing professional development is a feature of our school.

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The environment can be designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required

The school has dedicated continuing professional development (CPD) training time for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

Individual teachers and support staff attend training courses run by our commissioned specialists, Educational Psychologist and Speech and Language Therapist or outside agencies that are relevant to the needs of specific children in their class e.g. from the medical /health training to support staff in implementing care plans.

Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' learning needs and supporting staff to deliver interventions including: Speech and Language Therapist, Educational psychologist, Play therapist etc.

5.10 Securing equipment and facilities

We are committed to whole school inclusion. In our school, supporting children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary and secure additional equipment needed to meet specific needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term with the pupil and parents/carers
- › Reviewing the impact of interventions after 6 weeks
- › Pupil voice
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans
- › Deep dives/book trawls/learning walks/observations

5.13 Support for improving emotional and social development

At Honeybourne Primary Academy we provide support for pupils to improve their emotional and social development through trauma informed practice. Our SENDCo is accredited as an Emotionally Available Adult by Trauma Informed Schools and all staff have regular development in this area in line with our 'Promoting Positive Relationships and Behaviour Policy'.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with

our support services is key to the effective and successful SEN provision within our school. For more information of contact details, please contact the SENDCo.

Please refer to our Early Help Policy for more information of support.

5.17 Contact details for raising concerns

If a parent or carer has any concerns regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCo, who will be able to advise on formal procedures for complaint.

5.18 The local authority local offer

Please refer to the following link for information on Worcestershire Children First's Local Offer:

[SEND Local Offer | Worcestershire County Council](#) or contact localoffer@worcschildrenfirst.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Promoting Positive Relationships Behaviour policy
- Equality Opportunities Policy
- Supporting pupils with medical conditions policy
- Early Help Policy
- Complaints Procedures Policy

Identification of SEND Needs

