

# HOBBS HILL WOOD PRIMARY SCHOOL

## Special Educational Needs and Disabilities Policy

<b>Committee</b>	School Improvement
<b>Author</b>	Hobbs Hill Wood Primary School
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<b>Frequency of Review</b>	4 years
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### Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

### Our Mission

Inspiring confident and independent learners

### Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

### School Charter

<b>We have the right to:</b>	<b>We have a responsibility to:</b>
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

# Policy for Special Educational Needs and Disability (SEND)

## Formation of the policy

- The policy was formed in 1996. It was reviewed in 2025.
- The policy has been approved by the Governing Body

## Statement

At Hobbs Hill Wood Primary School, we follow the Special Educational Needs and Disabilities Code of Practice 2015 which states:

*'A child or 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.'* (Code of Practice, January 2015, p.15)

Children have a learning difficulty if they:

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

Children should not be regarded as having a special educational need solely because the form of language of their home is different from the language in which they are taught or the cultural background they are from. Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

In providing for those pupils defined as having special educational needs (SEND), at Hobbs Hill Wood we seek to:

- ensure that all pupils are valued equally and make progress
- work in close partnership with all stakeholders
- ensure pupils' needs are met as soon as is practicable with reasonable adjustments made so that all children have access to a relevant, broad and balanced curriculum

## THE CURRICULUM AND EQUAL OPPORTUNITIES

Children with SEND should be integrated into the class. We provide additional support in accordance with their individual needs making reasonable adjustments as necessary.

Examples of these reasonable adjustments are published on the school website in the School Offer.

## The Identification of Need:

At Hobbs Hill Wood we follow a graduated approach to identification and support.

Class teachers are responsible and accountable for the progress of all the pupils in their class, including where pupils receive support from teaching assistants or specialist staff. We believe high quality teaching targeted at their area of weakness and differentiation for individual pupils is the first step in responding to pupils who have or may have SEND.

Slow progress and low attainment do not necessarily mean that a child has SEN. Any concerns will be discussed with parents informally or during Parents' Evenings. Where a child's first language is not English, the school will seek to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English and additional language are not SEND.

## SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND list. The aim of formally identifying the child with SEND is to help the school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

If there are concerns about the progress and the child's ability to access the curriculum the four following actions, set out in the Code of Practice, will be followed.

- 1. Assess:** The class teacher, working with the special educational needs co-ordinator (SENCO) will carry out analysis of the pupil's needs based on observations, previous progress and attainment plus behaviour. As well as this the views of the parents and pupils will be sought, plus in relevant cases advice from external support services will be considered. If it is decided the child does not require SEND support their progress will be monitored and reviewed at the next Pupil Progress Meeting (PPM).

### Types of Special Educational Need

The SEND Code of Practice 2015 states four broad areas of need:

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

Types of SEN may co-exist.

- 2. Plan:** Once it has been decided to provide a pupil with SEN support, parents will be formally notified and their status changed to School Support (K) on Arbor. The class teacher, SENCO and parents will work in consultation to put in place reasonable adjustments and support, as well as discuss the expected impact on progress, development or behaviour. This will be reviewed in line with the school's assessment cycle. All staff working with the pupil will be made aware of their needs, the outcomes and the support strategies required. The SENCO will provide a provision map of the extra support.

- 3. Do:** The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. Class teachers will work alongside any teachers and teaching assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

- 4. Review:** The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed with the class teacher and SENCO in line with the school's assessment cycle. These impacts, as well as the views of the parent's and pupils, will feedback into the analysis of the pupils' needs. The next steps in support will be based on the outcome of the review.

If it is felt that the pupils' needs require greater support specialist advice may be sought with the consent of the parents. If, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child (including receiving support from specialists), the child has not made expected progress, the school with parents will consider requesting an Education, Health and Care (EHC) plan.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong need or significant difficulties, they may undergo a Statutory Assessment process so the Local Authority (LA) can determine whether it needs to make provision for the child in accordance with an Education Health Care (EHC) Plan. This assessment is usually requested by the school but can be initiated by a parent. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

### **Supporting Pupils with Medical Conditions**

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Some pupils with medical conditions may also have Special Educational Needs and Disabilities (SEND) and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision. The school has regard to statutory guidance 'Supporting Pupils at School with Medical Conditions' (2015). Some children with medical conditions may be disabled. Where this is the case the school will comply with its duties under the Equality Act 2010.

*[For further details please refer to Supporting pupils with medical conditions policy.]*

### **Transition**

There is a clear programme to support all children at the transition points during their time at Hobbs Hill Wood. In addition, children with SEND will have more preparation, including extra visits to the new class and to staff. The SENCO meets the new teacher to discuss provision for children with EHC plans. On joining or leaving the school the SENCO will arrange meetings with the professionals involved from the other setting.

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole. Every teacher is a teacher of SEND. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. All members of staff and the governing body have important responsibilities. The Code of Practice is available to all staff members and is located in the Head's Office.

### **The Governing Body**

The governors have a responsibility in overseeing the provision for children with SEND in the school and are involved in establishing a school policy. The provision of SEND is reported to Governors each term at a specified meeting. There is an SEND governor, whose job is to liaise with the SENCO at regular intervals during the year. The Governing Body of Hobbs Hill Wood endeavours to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2015.

### **Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed on SEND issues. The

Head Teacher will work closely with the SENCO. The Head Teacher has responsibility for ensuring the implementation of this policy.

## **The SENCO**

The SENCO will hold the National Award for SEN Coordination and will liaise with the Senior Leadership Team. At Hobbs Hill Wood the principal responsibilities for the SENCO include:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision made to support individual pupils with SEND, including those who have EHC plans
- liaising with, and advising, teachers
- managing specific teaching assistants
- overseeing the records of all children with SEND
- tracking the impact of the provision provided
- pupil progress meetings
- liaise and work closely with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies
- resources including Exceptional Needs Funding
- is aware of the provision in the Local Offer and will be able to work with professionals providing guidance to families to ensure that pupils with SEND receive appropriate

## **All teaching and Non-teaching staff**

All staff have been involved in the development of the school's SEND policy and will be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are fully involved in providing for the needs of the children in their care. They are involved in highlighting concerns, assessing, observing, implementing and reviewing SEND provision for the pupils in their class. As well as liaising with support staff to monitor and oversee the extra provision provided.

Teaching assistants, have appropriate responsibility for the child's specific needs during their time with that child. They should be made aware of the desired outcomes of the provision as well as liaise regularly about the impact of support on the progress of the child with their class teacher.

Non-teaching staff have a responsibility to support the emotional wellbeing of children with SEND and liaise with Class teachers if necessary.

If required specific training will be arranged by the SENCO.

## **PARTNERSHIP WITH PARENTS**

In line with the Code of Practice, parents are encouraged to take part in the discussion and decision making around the provision for their child in order to achieve:

'...the best possible educational and other outcomes, preparing them effectively for adulthood'

(Code of Practice, January 2015, p.19)

Every attempt is made to involve parents but in the event that a parent does not wish to engage in the progress the class teacher will endeavour to meet the child's needs in the normal differentiation used in class, but no further support can be obtained without parental consent. Parents of children with SEND are entitled to a termly meeting to discuss their child's needs. This is in addition to termly Parents' Evening meetings.

## **Admission Arrangements Regarding SEND**

All schools should admit pupils with already identified special educational needs as well as providing for pupils not previously identified as having SEND. [For further details of Admissions see the Admissions Policy]

## **Resources**

Funding for SEND is received through the School Budget Share. If required, local high needs funding (LHNF) can be applied for in specific cases. For children with an EHC plan, additional funding may be allocated when the EHC plan is finalised.

Staff members are able to regularly undertake specialised training at the local outreach bases and centrally at the Hertfordshire Development Centre, to update their knowledge and practice. If it is deemed appropriate the school can and will provide specialised teaching on or off site for children with Education, Health and Care plans, where the plan clearly states for this to be done.

There are various age appropriate resources for different needs though out the school in appropriate classrooms. The school building is currently accessible for disabled pupils [for further details refer to the Accessibility Plan and Admissions Policy]. This Accessibility Plan will be reviewed annually.

## **Complaints Procedures**

In the first instance, parents' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Whole-School Complaints Policy. If there continues to be a disagreement with regard to the SEND provision, the appropriate outside agency should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to an SEND tribunal at any stage.

More detailed information can be found in the Code of Practice 2015.

## **MONITORING AND EVALUATING SCHOOL POLICY**

Teachers should adhere to, and implement, policy guidelines in order to identify, assess and plan for each individual's needs in order to enable all children to progress. The policy will be reviewed and updated regularly in light of changes in legal requirements and school changes. This should be done by the SENCO with governors, Headteacher and all staff.