



HULLAND CHURCH OF ENGLAND PRIMARY SCHOOL

SEND POLICY – December 2024

At Hulland Church of England Primary School we aim to provide the best possible education within a curriculum that is creative, stimulating and engaging. The school promotes a love of learning through high quality teaching which develops and builds upon individual strengths and talents.

Our aim is for all children to reach age-related expectations as defined in the National Curriculum. Provision is made, where necessary, to support individuals or groups of children to ensure barriers to learning are removed and therefore every child reaches their full potential.

This policy complies with statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014).

We link closely with Derbyshire. Their local offer;

<http://www.derbyshiresendlocaloffer.org>

Section 1

The named person who is responsible for managing the provision for Special Educational Needs (SEND) at Hulland Church of England Primary School is the Head teacher;

Mrs Kate Williams (info@hulland.derbyshire.sch.uk 01335 370243)

The named Governor is **Jayne Hart**.

Hulland Church of England Primary School values the contribution that every child makes to the School community. We are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils irrespective of needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and are equal members of the school.

As such, provision for pupils with SEN is a matter for the school as a whole.

‘All teachers are teachers of pupils with SEN.’

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.



Section 2

The Special Needs Policy reflects the schools aims to value every individual equally, regardless of their ability, behaviour or individual need, providing opportunities for all pupils to:

- Fulfil their potential
- Develop confidence and self-esteem
- Enjoy and value learning
- Develop personal responsibility and respect
- Raise aspirations

The aims of the school's SEND policy are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND code of practice
- To operate a whole pupil and whole school approach to the management and provision of SEN
- To provide support and advice for all staff working with SEN pupils
- To provide support for parents of SEN children.

Section 3 – Identifying Special Needs

The code of practice highlights the four broad categories of need. These broad areas give an overview of the range of needs that should be planned for. At Hulland Church of England Primary School, we identify the needs of pupils by considering the needs of the whole child which will include the SEN needs of the child.

Broad areas of need are:

Communication & Interaction (such as autistic spectrum and language disorders)

Children with speech, language and communication needs who have difficulty in communicating with others. This may be because they may have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.

Children with ASD are likely to have particular difficulties with social interaction and may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of need including; moderate learning difficulties (MLD), severe



learning difficulties (SLD) where the children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. Specific learning difficulties affect one or more specific aspect of learning and encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties (such as ADHD, ADD, attachment disorders, emotional difficulties and mental health difficulties)

Children may experience a range of social and emotional difficulties which manifest themselves in lots of different ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, hyperactive disorder or attachment disorder.

Sensory and Physical Needs (such as hearing or vision impairment)

Some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time. Many children with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support or equipment to access their learning. Some children with a physical difficulty require ongoing support and equipment to access all of the opportunities available to their peers.

As a school we consider the following **not** to be SEN but may have an impact on progress and attainment.

- Disability (the code of practice outlines the reasonable adjustment duty for all settings and schools provided under current disability equality legislation)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a member of the armed services

Section 4 – A Graduated Approach

Our records in school include the following.

- Information from previous settings
- The work done by class teachers/ teaching assistants which shows the child has not made adequate progress once intervention /adjustments and good quality personalised teaching are made.



- Quality teaching which is differentiated for individual pupils in responding to pupils with SEN
- Information discussed with parents

When a class teacher or SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to and from those provided as part of the school's differentiated curriculum. The triggers for intervention will be underpinned by evidence, about a child who despite receiving differentiated learning opportunities;

- makes little or no progress even when teaching approaches are targeted to identified areas of weakness, shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not helped by the behaviour management strategies used in the school.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and or interaction difficulties and continues to make little or no progress.

Nature of Intervention

The SENCO and class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- group or individual support with a Teaching assistant
- planned intervention programme with a teacher
- Staff development and training to introduce more effective strategies
- Access to outside professionals for specialist support.

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues in consultation with parents.

External services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurements of pupil progress and in some cases provide further support for activities.

When a request for an EHC Plan is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs. The school will provide;

- Individual education plans for the pupil
- Records of regular reviews and their outcomes



- The pupil's health including medical history where relevant
- National Curriculum and EYFS outcomes
- Educational and other assessments, e.g. from an advisory specialist such as an educational psychologist.

The needs of pupils on the SEN register will be managed by;

- Individual Education plans
- Provision mapping
- Interventions (progress & impact)
- Pupil progress meetings

Provision is based upon an individual child's severity of need. If we are unable to meet the needs of a child through our own provision arrangements, we will seek further advice on the use of new or specialist strategies and materials.

If additional funding and support is needed from the LA High Needs Block, all information would be collated by the SENCO and a referral for an Education and Health Plan is submitted. Pupils, parents and other professional bodies are included in this process.

Section 5 – Criteria for exiting the SEN register

If a child makes marked progress in conjunction with age appropriate outcomes, as a result of interventions and outside agency support, their names will be removed from the register.

Section 6 – Supporting pupils and families

Parents are given information regarding the LA local offer and directed to further information available through the school website. Other agencies are involved with supporting families and pupils at different times during the process. The school believes that all parents should be provided with user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Parents are involved in supporting the target setting process for IEPs and their views are sought at review meetings. We encourage the active participation of parents by providing guidance on how they can support their child's education at home. We value the contribution that parents make and the critical role they play in their child's education.

Section 7 – Supporting pupils with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to 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 SEN and may have a statement or EHC plan which brings together health and social care needs as well as their special education provision and the SEND code of practice is followed.

Refer to the school's policy: Supporting children with medical conditions.

Section 8 – Monitoring and Evaluation of SEN

It is the responsibility of the class teacher / TAs to annotate IEPs to provide evidence to support specific targets, review IEPs and keep class SEN files up to date.

Information is reviewed at pupil progress meetings.

Section 9 – Training and Resources

Provision mapping is used to ensure that Teaching Assistant support is deployed and targeted to meet the needs of specific children. Training for staff is continuous and part of a rolling programme of need. Additional training may be identified to support the needs of specific children with specific difficulties or disabilities.

Section 10 – Roles and Responsibilities

- Role of SEN Governor is to monitor SEN provision in school.
- Role of SEN Teaching Assistants is to ensure that the children / child they are working with makes progress and is supported by an IEP.
- The Head teacher has specific safeguarding responsibility, responsibility for looked after children, manages the Pupil Premium Grant and is responsible for meeting the medical needs of pupils.

Section 11 – Storing and Managing Information

The school follows LA guidance regarding the storage and retention of information.

Section 12 – Reviewing the Policy

The policy is reviewed on an annual basis.

Section 13 – Accessibility

The school has a statutory responsibility to have an accessibility plan for disabled pupils and to implement their plans in order to support the children. The plan is identified by looking at children potentially due to arrive at the school and are currently in Early Years education. Our school is inclusive and seeks to improve access for all pupils.

Section 14 – Dealing with complaints

In dealing with complaints we ask parents to follow the complaints policy as set out by the local authority and which has been adopted by the Governing Body.



Section 15 – Bullying

The school is committed to anti-bullying work which is delivered through our PSHE curriculum and through Collective Worship. The children are taught to value differences and that everyone is special.

Refer to the anti-bullying policy.

Appendices:

<http://www.derbyshiresendlocaloffer.org>

www.derbyshireiass.co.uk

Supporting pupils with medical conditions policy

Anti-bullying policy

Single Equality policy

Accessibility Plan