



The Humber Estuary Federation



Special Educational Needs Policy

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Consultations/Training	Miss Hayley Twidale

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1. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015.
- Equality Act 2010, subsequent updates and DfE advice for schools February 2013.
- Statutory Guidance on supporting pupils at school with medical conditions, April 2014.
- Special educational needs and disability regulations 2014
- Teachers Standards 2012.
- National Inclusion Statement.
- The National Curriculum in England Key stage 1 & 2 framework document.
- Schools SEN Information Report Regulations 2014.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governor's responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

2. Inclusion Statement

At The Humber Estuary Federation, we treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn, enjoy and to achieve the highest of standards.

We aim to provide equality of opportunity for all individuals whatever their race, culture, gender, sexual orientation, academic ability, physical ability or family background.

This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

At The Humber Estuary Federation, every teacher is a teacher of SEN. We recognise that there may be a diversity of special needs including learning, health, behavioural, emotional and physical. All teachers have high aspirations and expectations for pupils with SEND.

Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. It must be remembered that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are more able and recognise that they may need special provision in order to cater for their specific needs.

This policy is in keeping with the school's curriculum intent and its Equality and Diversity policy

3. Aims

- Identify the needs of the children with SEND, as early as possible, and provide appropriate support in accordance with the SEND Code of Practice: 0 to 25 years (January 2015).
- Provide a broad, balanced curriculum within which the specific needs of individuals are met
- Ensure that all children are able to realise their full potential educationally, socially and emotionally
- Ensure regular liaison with parents, outside agencies and Governors through regular consultations.

4. Objectives

- To ensure that pupils with SEND have access to the full curriculum through the processes of assessing, planning and differentiating work.
- Identify the specific needs of individuals and provide them with appropriate learning objectives to meet their needs
- To liaise effectively with parents and outside agencies to ensure that the needs of children with SEND are met.
- To Provide regular training, coaching and development opportunities for all staff to enable them to identify and meet the individual needs of pupils.

5. Definitions

The Education Act 1996 states that a child has special educational needs if they have a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their

ability to carry out normal day-to-day activities.’ Thus the legal definition of disability is not the same as the definition of special educational needs.

A pupil has SEN if they have a learning difficulty or disability which 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 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.

6. Roles and responsibilities

6.1 The role of the SENDCO

The SENDCO across the federation is Mrs E Parnaby who has gained the National SENDCO Award.

- To ensure the implementation of the SEND policy in accordance with the SEND Code of Practice: 0 to 25 years (January 2015).
- To assist colleagues in assessing, planning, and the monitoring of pupils with SEND.
- To liaise with class teachers and subject leaders to ensure that children with SEND have access to the full curriculum.
- To liaise with parents and staff termly to review and discuss further action linked to Individual Learning Plans.
- To ensure that Teaching Assistants are deployed appropriately in conjunction with the Headteacher in order to support identified pupils.
- To attend courses relevant to the development of the role and to feed back information through INSET.
- To signpost, access and liaise with support services.
- 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
- Work with the headteacher and governing board to ensure that the schools within the federation meet their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Be the key point of contact for external agencies
- Liaise with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

6.2 The role of the SEND governor

- To meet with the SENDCo at least termly.
- To monitor the impact of SEND provision across the federation.
- To regularly update the governing board regarding this and to raise awareness of any SEND issues at full governing body meetings

6.3 The role of the headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision across the Federation
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.4 The role of the class teacher

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 SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

7. Supporting children with SEND

7.1 Admission Arrangements

The Local Authority determines our admission arrangements in consultation with the governors of the school. No child is refused admission on basis of a disability either learning or physical.

Our schools and all classrooms are easily accessible for wheelchair users and all of our schools are equipped with accessible toilets.

Our Schools makes provision for a wide range of pupils with special educational needs and disabilities. All are taught in integrated provision with support as far as possible and withdrawal arrangements allowing for individual or small group work as identified on the Individual Target Plans.

7.2 The four broad areas of need:

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

- **Communication and interaction**, for example, speech, language and communication needs (SLCN), Autism spectrum disorder (ASD)

- **Cognition and learning**, for example, specific learning difficulties (SpLD) including dyslexia, dyspraxia and dyscalculia, moderate learning difficulties (MLD), severe learning difficulties (SLD), global delay, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties**, (SEMH) for example, attention deficit hyperactivity disorder (ADHD), depression, eating disorders, attachment disorders, anxiety, self harming
- **Sensory and/or physical needs**, for example, visual impairments (VI), hearing impairments (HI), multi-sensory impairment (MSI), processing difficulties, epilepsy, Cerebral Palsy (CP)

7.3 Consulting and involving pupils and parents/carers

We will strive to work in partnership with parents/carers. We aim to reach agreement with parents/carers about their children's needs and provision wherever possible through discussion and negotiation.

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

We will also take into account the views and wishes of the child/ young person where it is appropriate to do so. They will be encouraged, where appropriate, to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

7.4 Initial Concern

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
- Highlights a widening attainment gap between the child and their peers

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 SEND.

When deciding whether special educational provision is required, an '**Initial Concern**' document will be completed in the first instance by the class teacher and shared with the SENDCO.

This will detail:

- area(s) of need/concern
- provision/support in place to meet the individual's needs
- actions and timescales for review

This will be reviewed by the class teacher and SENDCO after an agreed period of monitoring. Following this, an informed decision will be made to determine whether or not special educational provision is needed, if this can be provided by adapting the core offer or whether something different or additional is required. We will formally notify parents/carers when it is decided that a pupil will receive SEND support

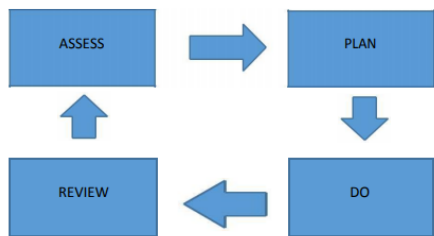
7.5 Personalised Learning through Individual Target Plans (ITPs)

Strategies employed to enable the child to progress will be recorded within an Individual Target Plan. This will include information about:

- the strengths and weaknesses of the child
- the identified areas of need/ concern and details of classroom strategies and reasonable adjustments made to support the child
- Professional recommendations (where appropriate)

An Individual Target Plan (ITP) will also detail:

- Assess – Plan – Do – Review model incorporating short term targets



- the provision to be put in place and the outcomes of these
- The views of the child
- The views of the parents/carers

The ITP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon individual targets that match the child’s needs. ITPs will be reviewed termly in consultation with the child and their parents/carers. A SEND Review meeting will be scheduled with the class teacher, parents/carers and child to conduct the review. The SENDCO will oversee SEND Review meetings and may also attend meetings if appropriate.

7.6 Assessing and reviewing pupils' progress towards outcomes

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

Assess	Initial concerns regarding a child needing extra support will come from the Class teacher and/or parents/carers. Following these concerns the child’s needs will be assessed and closely monitored so that the school can work collaboratively with the child’s parents/carers and other professionals to ensure that support is given whenever needed. This will ensure the child reaches their full potential both academically and socially. Class teachers will make assessments of all children and carefully track progress on a half termly basis. Where appropriate, reviews may be conducted more frequently to ensure that children are supported in the correct way. If any gaps in learning appear, a child
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	faces barriers to their learning or if they are making no or very little progress, additional support will be put in place to support these barriers.
Plan	In collaboration with the child, parents/carers and any other professionals, targets and support will be identified focusing on the outcomes for the individual child. This planning process will also identify how the outcomes are to be achieved. The SENDCO, the child's Class teacher and the parents/carers 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. · Some group or individual support. · Extra adult time to devise the nature of the planned interventions and to monitor their effectiveness. · Staff development and training to introduce more effective strategies. · Access to Local Authority support services for one off or occasional advice on strategies or equipment e.g. planning and review meetings with Educational Psychologist and/or appropriate Support Team member. Each SEND pupil's intervention is tracked on an Individual Target Plan, which is updated half termly and is mirrored by strategies in the classroom which are delivered by class teachers, TAs or Early Years Practitioners (EYP).
Do	Within, the classroom, the child is supported using specific resources or support strategies, targeted activities and intervention programmes. These are co-ordinated by the SENDCO in conjunction with the class teacher and are carried out by the Teaching Assistants, Early Years Practitioners, class teachers or other professionals. Outcomes are monitored closely. Adaptations or alterations are made when necessary to ensure that impact is maximised. As a federation we have invested in specific training to enable class teachers, TAs and EYPs to deliver high quality, targeted intervention programmes and activities and to select from a broad range of support strategies to meet the needs of children with SEND. This training has been specific to each of the school's individual needs and is detailed within the SEND Information Report for each school.
Review	Outcomes of targeted interventions are reviewed by the SENDCO at least half termly, in conjunction with the class teacher and where appropriate, outside agencies. ITP reviews are held termly by the class teacher with the child and their parents/carers. Dependent upon the individual child, the time scale may involve more frequent reviews. This ensures that the additional support remains focussed and specific to address the identified barrier(s) to learning.

7.7 Supporting pupils moving between phases and preparing for adulthood

For all children when entering or leaving our schools, transition plans are followed to ensure everyone involved is informed and prepared for these transitions. On entry to our schools this involves:

- Visits to the school for both the parents/carers and the children
- Home visits
- Discussions and visits to all other professionals involved with the children.

Likewise, when children leave our schools we work with the receiving school to ensure the transition is as seamless as possible. In preparation for this, the next setting becomes part of the review process. This creates opportunities for discussion between both settings, professionals involved, the parents/carers and the child for any questions, concerns and worries to be answered. Where appropriate, additional transition arrangements and visits are arranged in consultation with the receiving school to meet individual needs.

Within our schools, a child with special educational needs will be fully prepared for any changes, be this moving to a new classroom with a new teacher or to a new school. This includes many visits, social stories, transition books containing pictures of the new school, classroom, and teachers etc. to be used at home. This is alongside the transition procedures we have in place for all children.

7.8 Our approach to teaching pupils with SEN and additional support for learning

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. Adaptations and differentiation will be applied for individual pupils to enable them to access learning within the classroom.

The SENDCO and the child's class teacher will decide any further action or intervention needed to help the child to progress.

Where appropriate we will also provide support using the following interventions:

- Precision Teach (Reading/Writing/Phonics/Spelling)
- Phonics interventions (Little Wandle)
- 1:1 emotional wellbeing support (Thrive and ELSA)
- Social and emotional support – Lego Zone, Time to Talk, Socially Speaking, Drawing and talking Therapy
- Beats Dyslexia
- Toe by Toe
- Small group maths and English support
- Madeleine Portwood Fine and Gross Motor skills programme
- 5 Minute Box (maths and phonics)

We have a number of teaching assistants who are trained to deliver the above interventions. Support may be offered on a 1:1 basis or in small groups depending upon the needs of the child.

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

- Educational Psychologists

- Speech and Language Therapists
- ASET
- Behaviour Support Team
- Physical Disabilities Team
- Occupational Therapists
- School Nursing Team
- Local Children's Centres
- CAMHS

7.9 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum through quality first teaching 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.
- Personalised timetables and curriculums as appropriate.

Please also refer to the individual school's Accessibility Audit and Plan:

Goxhill:

<https://www.goxhillschool.com/documents/%5B824244%5DGoxhill Primary School Accessibility Plan Jan 2023..pdf>

New Holland:

<https://www.newholland.org.uk/documents/%5B824246%5DNew Holland CE and Methodist Primary Jan 2023.pdf>

East Halton:

<https://www.easthaltonprimary.co.uk/documents/%5B824245%5DEast Halton Primary School Accessibility Plan Jan 2023.pdf>

7.10 Referral for a Statutory Assessment of Special Educational Needs

Where a request for a statutory assessment is made by the school to an 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, including any resources or special arrangements put in place. This information may include:

- individual target plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through designing an Educational Health Care Plan (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 found via the SEND Local Offer which can be accessed via the following link:

<https://localoffer.northlincs.gov.uk/faqs/what-is-an-education-health-and-care-ehc-needs-assessment/>

Following Statutory Assessment, an EHC Plan will be provided by North Lincolnshire Council, 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.

Parents have the right to appeal against the content of the EHC Plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed 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. The review will be a child centred approach, where the pupil will be able to share their work and experiences with all parties.

7.11 Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported. The school will comply with its duties under the Equality Act 2010 (see Supporting Pupils at School with Medical Conditions – Policy and Procedure).

7.12 Bullying

At The Humber Estuary Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

At The Humber Estuary Federation, we are committed to providing a caring, friendly and safe environment for all of our pupils (including those with special educational needs) so that they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable. We have a statutory duty to 'safeguard and promote welfare' (Education Act 2002) and 'prevent all forms of bullying' (Education and Inspections Act 2006).

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. As a federation we promote anti-bullying. This means that *anyone* who knows that bullying is happening is expected to tell the staff. All incidents will be recorded by the staff and, in all cases, parents will be informed and asked to meet with us to discuss the problem. Behaviour records will be monitored in order to identify any patterns of bullying.

Our behaviour policy is transparent, made known to all pupils and consistently applied. All of our staff support children with social, emotional and communication issues that arise. As part of the personal, social and emotional development of our children, we integrate all aspects of our anti-bullying policy into the curriculum. We use a number of methods for helping children to prevent bullying to positively reinforce our school rules based around respect.

For more information, our Anti-bullying policy can be found on our Federation and school websites.

7.13 Complaints about SEN provision

We encourage parents to discuss their concerns relating to the provision for children with additional educational needs with the class teacher in the first instance or the SENDCO or Head teacher. It is the Federation's policy to involve parents at every stage to provide ample opportunity for discussion. We put a high value on parent contributions and recognise them as parents in their child's education.

Should we be unable to resolve difficulties in this way and should parents wish to pursue a complaint, they should follow the usual official complaints procedure. Details of the complaints procedure can be obtained from the school offices or are available on the Federation and individual school websites. Confidentiality is always observed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that any of our schools 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

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

Parents are able to access the Local Authority Local Offer at the North Lincolnshire Council website:

<https://localoffer.northlincs.gov.uk/>

At all schools we work with a number of external agencies eg. SENDIASS (formally known as 'Parent Partnership'). For parents support please use the following link.

<http://www.northlincslocaloffer.com/special-educational-needs-and-disability-sendiaass/>

8. Monitoring arrangements

This policy will be reviewed by Mrs E Parnaby (SENDCO) **every year**. It will also be updated if any changes to the information are made during the year.

This policy will be reviewed in consultation with the Headteacher, SEND governors and staff. The views and opinions of our pupils and their families will be considered when reviewing and developing this policy. It will be approved by the governing board and will be shared with all stakeholders via the individual school websites.

9. Links with other policies and documents

This policy links to our policies/documents:

- SEN Information Report
- Accessibility plan
- Behaviour Policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions
- Anti-Bullying Policy
- Safeguarding Policy
- Complaints procedure