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Hindley J and I School



SEND Policy

May 2022

Review Date: May 2023

Mr S Wallace (Headteacher)

Mr G Doubleday (Chair of Governors)

Approved by committees, and is pending ratification at next FGB.

At Hindley Junior & Infant School it is the mission of the Governors and staff, in conjunction with parents/carers, to create an environment conducive to providing each pupil with the necessary stimuli to enable them to attain their full potential in all areas of the curriculum. Our school local offer is available on our website under the heading of SEN Report.

Aims and objectives

We aim to create a welcoming, caring environment, raising the aspirations of, and expectations for all pupils with SEND, with a focus on outcomes for pupils and young people. We believe all pupils and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives, and;
- make successful transitions.

We are committed to establishing a fair and equitable learning community where the rights of all members are recognised and upheld. Every teacher is responsible for every pupil or young person, including those with SEND and is accountable in meeting their needs. We endeavour to achieve maximum inclusion of all pupils, whilst meeting their individual needs, securing effective learning outcomes, and individual well-being and positive relationships.

In order to provide effective education for pupils with SEND:

- Create an environment that meets the special educational needs of each pupil;
- Have regard to the Special Educational Needs and Disability Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their pupil;
- Acknowledge the responsibility of each member of staff to consider the accessibility of the curriculum for all pupils and its relevance, so that each pupil can reach his/her potential;
- Ensure that there is evidence in teachers' planning, of differentiated work, to cater for the needs of individual pupils;
- Operate a system of early identification and assessment of pupils who experience difficulties in accessing the curriculum;
- Provide opportunities for class teachers to discuss pupils with special educational needs with the Special Educational Needs Co-ordinator (SENDCo);
- Monitor progress and record planning decisions for pupils with special educational needs;
- Consult with outside agencies for help or advice;
- Seek the co-operation of parents/carers, in meeting the needs of pupils, by involving them in regular discussion and informing them of the pupil's progress;

- Ensure that resources are available, within budget constraints;
- Ensure that all staff receive appropriate in-service training;
- Have regard to the every pupil matters outcomes (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being) to ensure pupils with SEN and/or disabilities have the opportunity to achieve them;
- Ensure that there is a positive ethos in school among staff and pupils towards SEND.

Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age; or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions of the above or would do so if special educational provision was not made for them.

Pupils are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Pupils may have special educational needs either throughout or at any time during their school education. This policy ensures that curriculum planning and assessment for pupils with SEND takes account of the type and extent of the difficulty experienced by the pupil.

The SEND Code of Practice 2015 identifies 4 broad areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identification

Hindley Junior & Infant School recognises the importance of early identification, assessment and provision for any pupil who may have special educational needs. The school's system for observing and assessing the progress of individual pupils will provide information about areas where a pupil is not progressing satisfactorily. All pupils progress at different rates but where pupils fail to achieve adequate progress, despite having access to a differentiated programme, then teachers may need to consult with the SENDCo to consider what else needs to be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test for action is evidence that:

- current rates of progress are significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers

- widens the attainment gap;
- Little or no progress despite the use of targeted intervention approaches;
- Presenting persistent social, emotional and/or mental health difficulties;
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment;
- Poor communication or interaction, requiring specific interactions to access learning.

An Initial meeting will be set up with the class teacher, parent and SENDCo to discuss any concerns. If the meeting concludes that additional and different provision is necessary for the pupil to make progress, a support plan will be put into place following the four stages of the Graduated Approach: Assess, Plan, Do and Review.

A Graduated Response to Identification of SEND

All pupils are entitled to Inclusive Quality First Teaching. The Class Teacher is responsible for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants. At times pupils may need additional or different support. This may be for a short period of time or ongoing.

If the school decides that additional and different provision is necessary for the pupil to make progress, they will contact the parents/carers and put effective special educational provision in place via a Pupil Action Plan (PAP), following the four stages of the Graduated Approach:

- Assess
- Plan
- Do
- Review

The Pupil Action Plan will be reviewed regularly and shared with parents. Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving outside specialists to advise them, with parental consent. At Hindley Junior & Infant School, we use the following system of response:

Wave 1

This may apply to many pupils at some point of their education.

- Teacher notices some difficulty or have a cause for concern
- Analyse tracking data
- Have conversation with SENDCo
- Differentiate tasks as appropriate
- Discuss with pupil and parent/carers – perhaps at parents evening.

Wave 2

This may apply to several pupils at some point of their education.

- Low level of support needed
- Specific intervention directed by the teacher in consultation with SENDCo
- Think about removing barriers
- Make adaption to the learning environment.

Wave 3

This may apply to a small number of pupils at some point of their education.

- Higher level of support needed
- Directed by class teacher in consultation with SENDCo and specialist outside agencies
- One-to-one or small group work

Education, Health and Care (EHC) Plan

This may apply to a very small number of pupils at some point of their education.

- Additional funding from Local Authority
- High level of support needed
- Personalised learning programme
- Directed by Class Teacher in consultation with SENDCo and specialist outside agencies

At each wave of intervention the school may call on the expertise of a number of outside agencies including Targeted Education Support Service (TESS); Educational Psychology Service (EP); Speech and Language etc to offer specialist advice or support. When outside agencies are involved with a pupil, parental consent will be obtained and any reports or findings shared with parents/carers.

Roles and Responsibilities

Governor-Ms Claire Southern

The SEND Governor has the responsibility for:

- Making sure that the necessary support is made for any pupil who attends the school with SEND.
- Monitor provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCo and analysis of data.
- Work closely with SENDCo to help determine the strategic development of the SEND policy and provision within the whole context of our School Improvement Plan.
- Be aware of attainment and progress: holding SENDCo and SLT accountable for.

Headteacher-Mr S Wallace

The Headteacher has the responsibility for:

- The daily management of all aspects of the school's work including provision for SEND pupils.
- Working closely with the school's SENDCo.
- Keeping the governing body fully informed.
- Leading and developing a vision for inclusion within the school.
- Ensuring that the School improvement Plan and Subject Plans include SEND priorities.
- Ensuring SEND features on key meeting agendas.

SENCO-Miss A Mckeever

The SENDCo has the responsibility for:

- Working closely with Teachers and Learning Support Assistants to help determine the strategic development of the SEND policy and provision within the whole context of the School Improvement Plan.
- Supporting the Headteacher in the day-to-day operation of the school's SEND provision and ensure that relevant background information about individual pupils with SEND is collected, recorded and updated.
- Monitoring progress of all pupils, including those with SEND.
- Advising on curriculum differentiation and accessibility concerns.
- Supporting Teachers planning to meet pupil's diverse needs.
- Advise on inclusive quality first teaching approaches.
- Model good SEND classroom practice.
- Monitor the quality and effectiveness of SEND policy and provision.
- Support the implementation of the NC inclusion stamen of principles.
- Maintain productive partnerships with parents and SEND pupils.
- Advise on the efficient and effective deployment of Learning Support Assistants.

Class Teachers

All Class Teachers have responsibility for:

- Planning for and teaching the range of pupils within their class effectively across the curriculum areas.
- Identifying a pupil with SEND. Keeping parents/carers informed of their pupil's progress, any concerns, and action to be taken.
- Attending meetings with parents as and when appropriate.
- Informing colleagues and those concerned with the pupil of any information imparted by parents/carers pertaining to the pupil's progress.
- Liaising with Learning Support Assistants and managing them to make best use of the resources available in class to support pupils with SEND.
- Planning and or delivering interventions to individuals or groups of pupils in their class.

Learning Support Assistants

Learning support assistants have responsibility for:

- Assisting the Class Teacher in the implementation of lesson plans.
- Assisting the Class Teacher in the implementation of Pupil Action Plans and programmes recommended from external professionals.
- Supporting the effective delivery of a differentiated/personalised curriculum.

Parents

We believe that the partnership between school and parents/carers is important in enabling Pupils with SEND to achieve their potential. Parents hold key information and have a critical role to play in their child's education. Parents are encouraged to be involved and account is taken of their wishes, feelings and perspectives on their child's development.

- The school has a positive attitude towards parents/carers and will acknowledge and draw on parental knowledge and expertise in relation to a pupil.
- The school will tell parents when they first identify that a pupil has SEND and will explain the purpose of any intervention or programme of action.
- The school recognises the personal and emotional investment of parents and tries to be aware of their feelings.
- The school respects the differing needs parents themselves may have, such as a disability, or communication barriers.
- The school respects the validity of differing perspectives and seeks constructive ways of reconciling different viewpoints.
- The school gives parents access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents have a responsibility to:

- Inform the school about who has parental responsibility for a pupil.
- To communicate regularly with the school and alert us to any concerns they have about their child's learning or provision.
- Support their child with any homework or targets set by the Class Teacher.
- To ensure their child attends school regularly and on time and to maximise the opportunities available to them.

Pupils

Pupils, who are capable of forming views, have the right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the pupil should be given due weight according to the age, maturity and capability of the pupil. (The United Nations Convention on the Right of the Pupil) Pupils at our school should feel confident that they will be listened to and that their views will be valued.

Pupils with SEND will:

- Where possible, participate in the decision making processes that occur in their education, including the setting of learning targets.
- Be encouraged to share in the recording process and in monitoring and evaluating their own performance.

The schools' staff recognises the need to maintain a balance between giving pupils a voice and encouraging them to make decisions without overburdening them with decision making procedures where they have insufficient experience and knowledge or make appropriate judgements without additional support.

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, including school trips and physical education. Some pupils 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 an Education, Health and Care 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.

Support Agencies

The school works in co-operation with support agencies in making provision for pupils with SEND. Many pupils have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist support services and other providers. The school aims to work with these agencies to provide an integrated service. Twice yearly Review, Development and Planning Meetings provide a forum for the SENDCo and other agencies to co-ordinate their support for individual pupils with SEND.

Reviewing the Policy

The SEND Policy will be reviewed annually, taking account of the views of key stakeholders.

Dealing with Complaints

Please refer to the school complaints policy.