



Hallwood Park School and Nursery

Special Educational Needs Policy
Hallwood Park Primary School & Nursery

The Governing Body of Hallwood Park Primary School and Nursery adopted this policy at the Governing Body Meeting held on 15th October 2015. It was most recently agreed at the Full governing body meeting on 18th March 2024.

Version	Date of Change	Changed by	Reason for Change
2.0	24/05/2016	K.Goodwin	Change names of Headteacher and designated governor.
3.0	08/11/2021	K.Goodwin	Minor updates to reflect current practice in school.
4.0	18.3.24	G.Snell	Change names of Headteacher and designated governor. Minor updates in line with current practice and guidelines (added role of MHST).

Special Educational Needs and Disability (SEND) Policy

Introduction

At Hallwood Park School and Nursery we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge, and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

The SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies, as well as the accessibility plan and the Equality, Disability and Community

Cohesion policy.. This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

SEND at Hallwood Park School

At Hallwood Park School there is a named SENDco (Miss Lisa Blinks) and a named Governor responsible for SEND (Mrs Sarah Cooke). They ensure that the Hallwood Park Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014).

Here it is the belief that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from', that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014).

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory and physical.**

Behaviour is no longer included as a distinct area of need and has now been replaced by social, mental, and emotional health.

Our school improvement plan is about developing learning for all and includes details of our planned continued professional development (CPD) opportunities for all staff. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that excellent learning and progress are taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

What are special educational needs (SEN)?

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational needs provision. **Code of Practice 2014.**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things which then distract them from learning.

At Hallwood Park School and Nursery we are committed to ensuring that all learners have access to excellent learning opportunities, and for those who are at risk of not learning, we will intervene. We map our provision to ensure a variety of strategies can be employed. They may be offered additional support, through small group intervention or 1:1 activities, in order to boost their skills level and confidence. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Hallwood Park School recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

The SEND policy details how at Hallwood Park, we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join all school activities. We collaborate with parents and children to develop Support Plans and Medical Plans that address, target and cater for the differing needs of our SEND children.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Miss Lisa Binks (SENDco) or Mr. Fletcher (Acting Headteacher).

Headlines from the 2014 Code of Practice

- Statements will no longer be offered from the education authority. Statements have been replaced by Education and Health Care plans (EHC plans) which can be used to support a child from birth to 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as '**Special Educational Needs Support (SENS)**'. All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDco.

- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of and hopes for their child.
- All children benefit from 'Quality First teaching': this means that teachers expect to assess, plan, and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all of our children. Children identified as having a SEND make progress which compares well with the progress made by other children in school.

Our Objectives

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Types of SEND currently found in school include pupils with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- ***Communication and interaction.***
Autistic spectrum, Speech and Language Difficulties
- ***Cognition and learning***
Dyslexia and moderate learning difficulties.
- ***Social, emotional and mental health***
ADHD and emotional difficulties
- ***Physical and sensory***
Visually/hearing impairment and Physical disabilities.
- ***Medical needs (not SEN but still need additional support in place).***
Incontinence and bladder problems, allergies etc

Identifying Children as SEN

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Head and SENDCo

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - 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 gap between the child and their peers.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, a concern can be addressed by Quality First Teaching, some catch up or booster interventions and parental support. Otherwise, the child is placed at SEN.

When a child has been flagged as needing further support then a Cause for Concern is raised and discussed with the pupil and parent. The Graduated Approach system of Assess, Plan, Do, and Review is implemented. If we feel that despite extra help and support a child is still struggling then we will request parental permission to engage the advice of Specialist Teachers. Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to agree to a referral to an outside agency with the support from the SENDco or to contact their GP. At this point the school would consider a child as needing 'specialist provision' and be classed as having a 'Special Educational Need'.

Support provided by Hallwood Park is detailed on the Provision Maps, which can be viewed on the school website. <https://www.hallwoodpark.co.uk/page/send/125372>

Provision can include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or TA.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After discussions with the SENDco, the class teacher will then be responsible for supporting the child on a daily basis. Parents will continue to be consulted and are an integral part of the support process.

Working with Parents

We aim to have good and informative relationships with all of our parents. All parents of children with a SEND will be treated as partners and given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed either at parental consultations (autumn and spring) or during informal meetings to discuss a child's

progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having a special education need.

Once a child has been identified as having SEN, the class teacher and or SENDCo will invite the parents to a meeting to:

- Formally let them know that their child is being placed on the SEN register
- Discuss any assessments that may have been completed
- Agree a plan and provision for the next term a SEND Support plan. This may include a plan to refer to outside agencies for further assessments and support.

This is part of the graduated approach cycle of Assess, Plan, Do, Review required by the Code of Practice (2014).

Depending on their age, and their interest, the child may be invited to attend all or part of the SEN support meetings.

Records are kept of these meetings and copies are available to parents upon request.

Thereafter, parents and children are invited to a meeting each term to review progress made, set targets and agree provision for the next term. In the summer there is an annual review of the child's progress.

Parents have access to the SENDCo via appointment. Please make appointments to meet with Miss Binks via the office.

Reviewing progress of learners with Special Educational Needs

Once a child has been identified as needing SEN support, the following paperwork is completed:

- For EHCP pupils an annual one page plan (pupil profile) is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed and shared with the parent and child and acts a guide for the class teacher. The information may be updated during the year.
- Termly, at a progress meeting or parental consultation a SEN support plan may be reviewed and new targets set.
- Tracking records may be kept in the class commenting on progress made towards targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support to address their SEN needs, we are able to apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is looked after and therefore additionally vulnerable.

- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- The child is unable to learn effectively and integrate successfully into mainstream education without a significant level of extra support.

Having a diagnosis (e.g. of ASD, Aspergers, ADHD or dyslexia) does not mean that a child needs an EHC Plan: each child's needs are assessed on an individual basis.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for the parents, the child, and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting the LA will produce the EHC Plan which will record the decisions made at the meeting.

Working with Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external agency may act in an advisory capacity, or provide additional specialist assessments or be involved in teaching the child directly. The child's individual targets will be set out as will strategies to be implemented these will be recorded in the child's SENs support plan (previously IEP).

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long time.
- Continues working at a level substantially below that expected of a child at a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Have ongoing communication or interaction difficulties that impeded the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his or her peers.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to their full potential. All staff aim to spend time each day working with all children including those with SEND, individually or as part of a group.

When allocating additional support to children the focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Provision

The school has a range of interventions available which are listed on the provision map (see school website). When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched for the child, and the pupil's views will be listened to.

Targets for children at SEN are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher and the SENDco.

- Interventions are planned in half termly blocks
- At the end of each half term the child's progress towards their targets are assessed
- A decision is then made as to whether to continue the intervention, move to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify impact, if an intervention is not having a positive impact it will be discontinued.

Adaptations to the curriculum teaching and learning environment

At Hallwood Park we are disability friendly. The school is one level, corridors are wide, and we have easy access toilets. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with any other disabilities including sensory. (See Accessibility Plan)

We aim for all of our classrooms to be inclusion friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, ASD, ADHD etc. We use cream coloured paper rather than white for photocopied work and letters for those pupils who particularly need it. All of our children access the full National Curriculum, and we recognise achievements and expertise in all curricular areas. As part of normal class pedagogy, curriculum content and ideas can be made more accessible by using visual, tactile, and concrete resources.

Access to extra-curricular activities

All of our pupils have equal access to breakfast club, lunchtime and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of a SEN, disability, or medical need.

Staff Expertise

All of our teachers and teaching assistants are trained to work with children with SEND. All staff have had access to advice, information, resources and training to enable them to teach all children effectively. All teachers and TA's work as a team to support children with SEN and disabilities across the school.

After we have completed at least two cycles of support and school feel that specialised and specific advice is needed to support a pupil, then the school is able to access additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers and the Mental Health Support Team.

Children with social, emotional and mental health needs

Behaviour is not classified as a separate area of SEN. We know that all behaviour is communication so if a child shows consistent unwanted behaviours, the class teacher will assess the child's needs. We will meet with parents and carers to build up a picture of the child's needs at taking into account family circumstances and the child's known history of experiences (e.g. bereavement, parental separation) and we may seek advice from outside agencies and a MAP (Multi-Agency Plan) may be completed with the family to support the child through the process. School and parents/carers will work together to help the child's emotional development and to support their behaviour at home and in school.

If parents and school are concerned that the child may have mental health needs, we can refer to the Mental Health Support Team (MHST). The MHST meet with the SENDco at least termly. They offer a range of short term interventions to support pupils by working with the parent/carer face to face or online. They can also signpost families to the relevant agencies to address their need. We encourage parents to speak to the SENDCo if they wish to have a referral to MHST, they can also refer to visit their GP.

If the child is felt to have long-term social, emotional and mental health needs-for example with anger or anxiety, the school may offer interventions to help the pupils identify strategies that will support them to begin to manage their emotions. These are generally delivered by TA's who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our behaviour policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate and record all allegations.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or new school and we will do all that we can, according to the individual needs of the child to make transitions between classes as smooth as possible. They may include-

- Additional meetings for the parent and the new teacher
- Additional visit to the new classroom environment, to identify where the toilets are, where the pegs are etc.
- Use of visuals for pupils that may need extra support for transition.
- A booklet to prepare children for the upcoming changes, using photographs of the environment and the staff.

Transition to secondary school

We work closely with local Secondary Schools and meet to discuss individual needs with the School staff. Transition reviews for pupils in Year 6, where possible are held in the autumn term of Year 6. Additional transition arrangements may be made at these reviews, for example extra visits etc.

We also recommend Independent Travel to parents and provide a help sheet for parents of SEN pupils to support them when visiting Secondary Schools.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Mrs Sarah Cooke. She meets with the SENDco to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Halton's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health, and social care. Halton's Local Offer is available from the website- www.halton.gov.uk/localoffer

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender, or capability in all aspects of school life. We promote self and mutual respect along with a caring and non-judgemental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).