



**Caring Achieving Respectful Exciting**

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# Special Educational Needs and Disabilities Policy

**School Leader:** L Smith

**Link Governor:** A Repesa

**Policy Approved**      **Signed: A Repesa**      **Date: 08.06.17**

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### Statement of intent

At Hardwick Primary School, we believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. This policy outlines the framework that Hardwick Primary School will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND. Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

Hardwick Primary School will work within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The early identification of children's and young people's needs and early intervention to support them
- A focus on inclusive practice and removing barriers to learning
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

At Hardwick Primary School, all staff are involved in supporting pupils with SEND. We also have particular roles of:

- SENCO: Laura Smith (NASENCO award)  
Contact: [senco@hardwick.derby.sch.uk](mailto:senco@hardwick.derby.sch.uk)
- SLT Advocate: Rani Sandhu  
Head of School
- SEND Governor: Adem Repesa

## 1. Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- Health and Care Act 2022

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School admissions code'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

## 2. Identifying SEND

Hardwick Primary School has a clear approach to identifying and responding to SEND as articulated within our 'Hardwick Pathway for SEND Pupils' (Appendix 2). We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers, supported by the SENCo and senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected

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progress given their age and individual circumstances. 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 pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

Parents' consultations are available three times per year and parents are encouraged to speak regularly with their child's teachers to raise concerns regarding potential SEND.

Teachers work in collaboration with the SENCo to ensure that pupils requiring different or additional support are identified at an early stage. Termly pupil progress reviews are shared between class teachers, SLT and the SENCo to support the raising and discussion of concerns. Class teachers can also refer potential SEND concerns to the SENCo at any point using the SEND Concern Referral Form (Appendix 1).

Alongside learning progress, a number of other indicators may be used to identify pupils as having SEND, including:

- Consideration and use of the online Derby Inclusion Tool (eDIT).
- Information from and liaison with previous schools.
- Information from other services and external agencies.
- Health diagnosis.
- An "open door" policy for parents, carers and school staff to contact the SENCo at any time with any concerns.

With all the relevant information the SENCo, Class Teacher and TAs will review the differentiated approaches adopted through a 'Universal' approach and determine whether the pupil's teaching and learning should now follow either a 'Targeted' or 'Specialist' approach. When the 'Hardwick Pathway for SEND Pupils' (Appendix 2) has been followed and it has been identified that a pupil has SEND, the teacher will provide targeted interventions that are additional to and/or different from everyday class teaching. If adequate progress is not achieved from this, a 'Specialist' approach will be adopted with support from external specialist support services. Where concerns remain despite intensive and sustained intervention, the school will consider requesting an assessment by the Local Authority for an Education Health and Care Plan. Parents/carers will be fully consulted, and their views sought, at each stage. The school also recognises that parents/carers have the right to request an assessment for an EHC Plan.

### 3. Definition

For the purpose of this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- A disability or health condition which prevents or hinders them from making use of educational facilities used by peers of the same age.

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- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.<sup>1</sup>

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. Hardwick Primary School reviews how well equipped we are to provide support across these areas:

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different 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 of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They 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 and young people learn at a slower pace than their peers, even with appropriate adaptive strategies.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where 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 a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many 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, substance misuse, eating disorders or physical symptoms that are medically unexplained.

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<sup>1</sup> Equality Act 2010, section 6 (1)

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Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

As a school, we have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils<sup>2</sup>

### **Sensory or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings<sup>3</sup>

### **4. Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND.

Hardwick Primary School ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when they express concerns about their child's development.

Hardwick Primary School also listens to and addresses any concerns raised by children themselves.

At Hardwick Primary School, we:

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<sup>2</sup> The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools, Chapter 6

<sup>3</sup> Equality Act 2010 (Disability) Regulations 2010, section 4 (1)

- Use our best endeavours to make sure that pupils with SEND get the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (the SENCO)
- Inform parents when we are making special educational provision for their child.
- Prepare a report on:
  - The implementation of our SEND Policy.
  - Our arrangements for the admission of children with disabilities.
  - The steps being taken to prevent children with disabilities from being treated less favourably than others.
  - The facilities provided to enable access to the school for children with disabilities.
  - Our Accessibility Plan, showing how we plan to improve access over time.

### 5. Children with specific circumstances

**Looked after children and previously looked after children:** Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

Hardwick Primary School has a designated member of staff for looked after children (LAC). Where this role is carried out by a member of staff other than the SENCo, the designated teacher and SENCo will work closely together to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

**English as an Additional Language (EAL):** The school gives particular care to the identification and assessment of the SEN of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

Hardwick Primary School appreciates that having EAL is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have SEND. The school looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEN.

### 6. Objectives

Hardwick Primary School plans to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice.
- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.



### 7. Admissions

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

The Governing body, Headteacher and Inclusion Manager will carefully consider all applications where the school has been named through an EHC plan. Wherever practically possible and within the school's capacity, the school will admit children with an EHC plan.

### 8. Roles and responsibilities

**The governing body has a responsibility to:**

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Prepare the SEN information report and publish it on the website.

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- Ensure that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

### **The headteacher/ Head of School has a responsibility to:**

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Report to the governing body on the impact of SEND policies and procedures.

### **The SENCO has a responsibility to:**

- Be a qualified teacher.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.

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- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

### **Class teachers have a responsibility to:**

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.

- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Liaise with the parents/carers of pupils with SEND.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant members of staff up-to-date with any changes in behaviour, academic developments and causes of concern.

### **9. Involving pupils and parents/carers in decision-making**

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the school provides their child with SEND support. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that Hardwick Primary School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO where appropriate, will meet with pupils, and parents/carers of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

### **10. Joint commissioning, planning and delivery**

Hardwick Primary School is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.

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Hardwick Primary School assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Hardwick Primary School will draw on the wide range of local data sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND.
- An analysis of local challenges/sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

### 11. Funding

Hardwick Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make the appropriate notional SEND provision from its own budgets, even if a pupil has an EHC plan.

### 12. Local Offer

In the developing and reviewing the Local Offer the school will adopt the following approach:

- **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must also co-operate with those providing services.
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by

broad age group or type of special educational provision). It will be well signposted and well publicised.

- **Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** When parents and pupils access the Local Offer it is important that the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

### 13. Graduated approach

Once a potential SEND has been identified, and as per the 'Hardwick Pathway for SEND Pupils' (Appendix 2), the school will employ the graduated approach to meeting the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

In following the graduated approach, we will apply the four stages of: Assess, Plan, Do, Review.

**Assess** – this involves taking into consideration all the information from discussion with parents/carers, the pupil, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis for termly review meetings that parents and, when appropriate, the pupil will be invited to attend.

**Do** – this is providing the support, extra assistance for learning or learning resource aids as set out in the Intervention Plan.

**Review** – this is measuring the impact of the support provided and considering whether changes need to be made. All people involved – the pupil, their parents or guardian, the teacher and SENCo - contribute to this review.

In determining appropriate interventions and levels of support, the school follows the flowcharts included in this policy in Appendix 4.

### 14. Assessment

The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school. This will follow a process as summarised within Appendix 3: EHCNA Pathway for SEND Pupils.

Consideration of whether SEND provision is required, and thus an EHC plan will start with the desired outcomes and the views of the parents/carers and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insight of the pupil and their parents/carers.
- Set pupils stretching targets.
- Track their progress towards these goals.
- Review additional or different provision made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need. Where possible, pupils' needs will be defined under the SEND Code of Practice broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

### 15. Education Health Care (EHC) Plans

The school will fully cooperate with the LA when research about the pupil is being conducted and the school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a pupil with an EHC plan that names Hardwick as their placement school, the school will involve the parents and the pupils in discussions surrounding how the plan's provision can best be implemented.



The school will meet its duty to provide views on a draft EHC plan. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them. All reasonable provisions will be taken by the school in order to provide a high standard of education.

Relevant staff members will keep up-to-date with any necessary training.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

The school will review each pupil's EHC plan to ensure it includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan. The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

### **16. Reviewing an EHC plan**

#### **Hardwick Primary School will:**

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.



- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

### **17. Safeguarding**

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher/Head of School and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling and Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and to follow the Child Protection and Safeguarding Policy in responding to these.

### **18. Transferring between different phases of education**

An EHC plan must be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are the following:

- Early years provider to school
- Infant school to junior school
- Primary school to middle school
- Primary school to secondary school
- Middle school to secondary school

### **19. SEND tribunal**

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC Plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years' provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice. Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

### **20. Supporting successful preparation for adulthood**

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to another school. We will engage with secondary schools as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy. If it is in the best interest of the pupils, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

### **21. Data and record keeping**

The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provision the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the governing body, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice 2015.

### **22. Confidentiality**

The school will not disclose any EHC plan without the consent of the pupil's parents/carers, with the exception of disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- To the headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

### **23. Resolving disagreements**

Hardwick Primary School is committed to resolving disagreements between pupils and the school. In carrying out of duties we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Policy which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

### **24. Publishing information**

The school will publish information on our website about the implementation of the SEND Policy. The governing body will publish details of the SEND Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### **25. Monitoring and review**

The policy is reviewed on an annual basis by the Inclusion Manager/SENCo in conjunction with the Head of School and governing body; any changes made to this policy will be communicated to all members of staff. This policy will be updated and available online for parent, pupil and relevant stakeholder access.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

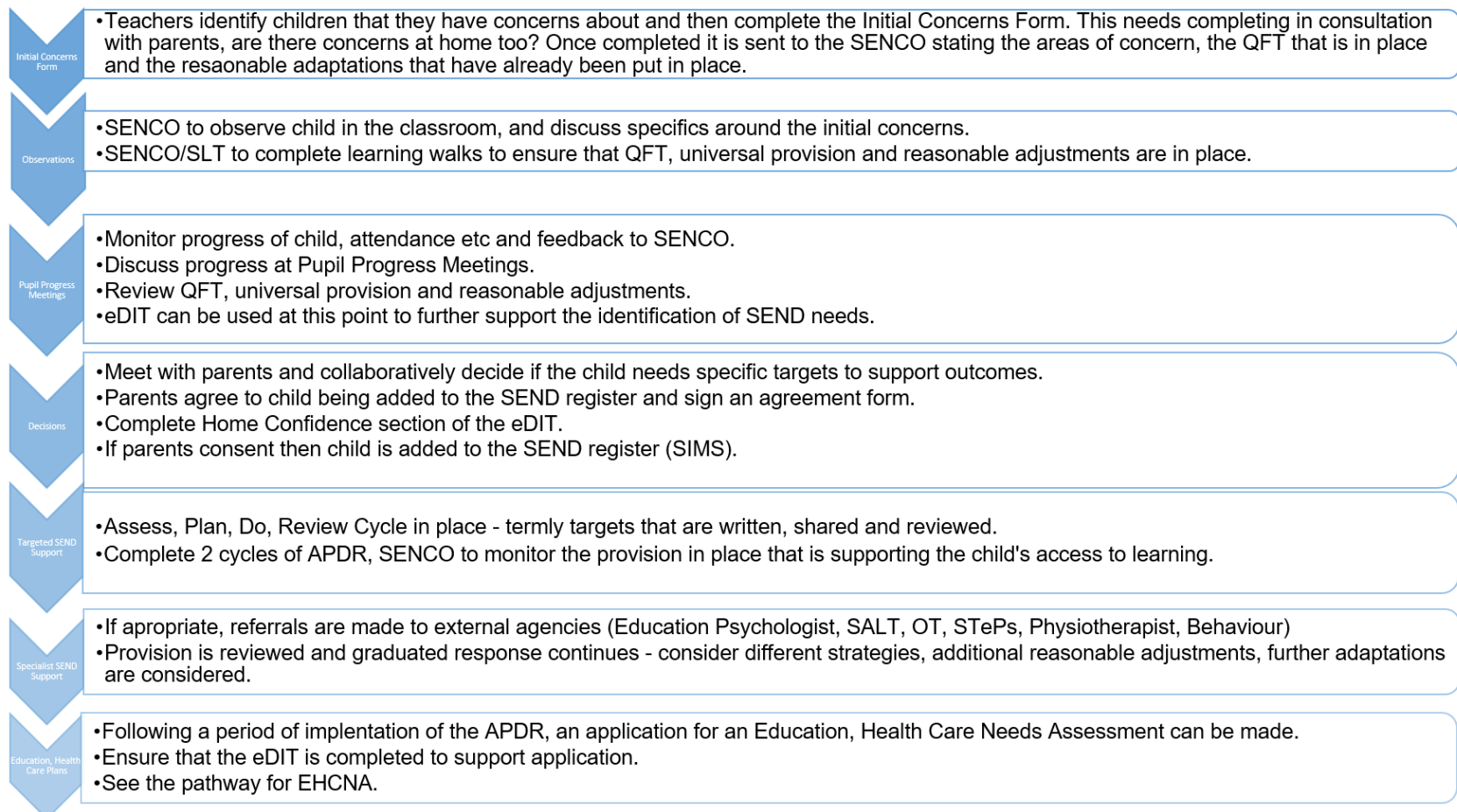
### Appendix 1: SEND Concern Referral Form

#### Pupil Concern Form – SEND

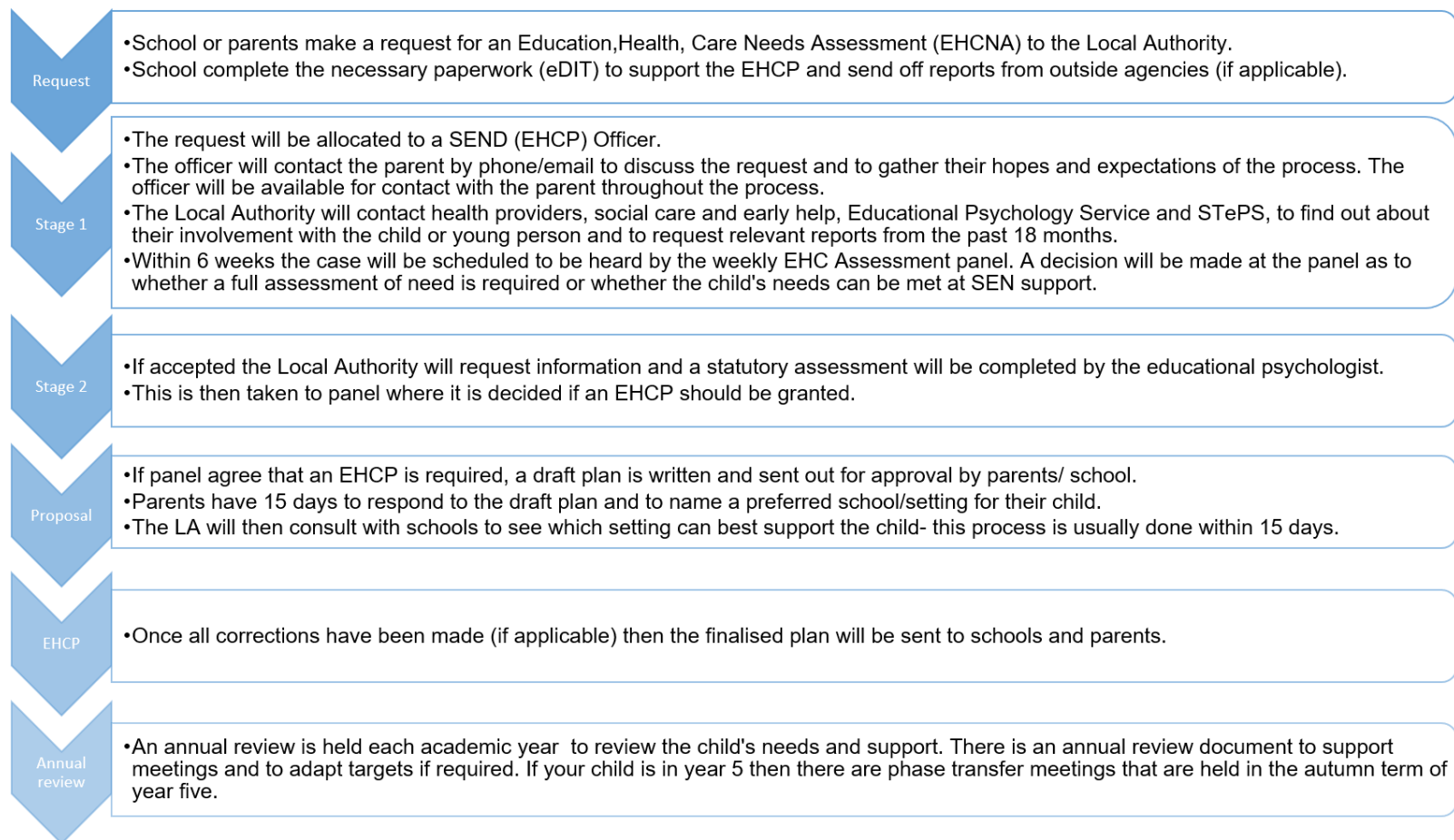
Name:				
Class:				
Form completed by:				
Are they already on the SEND register?				
Are they NtE? How long have they been in school/UK?				
Main areas of concern (tick those that apply)	Communication & Interaction		Social, Emotional and Mental Health	
	Cognition & Learning		Sensory and/or Physical	
Summary of concerns (concerns + how this is impacting on the child in and beyond the classroom)				
Current levels plus comparison to attainment at last assessment point				
What have you already tried/are trying within the classroom to support the child? When did you start this? What impact has it had?				
Parent view?				
Any other relevant information?				
Support requested from SENCo				

<b>To be completed by SENCo</b>  Agreed actions (+ timescale)	
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### Appendix 2: Hardwick Pathway for SEND Pupils



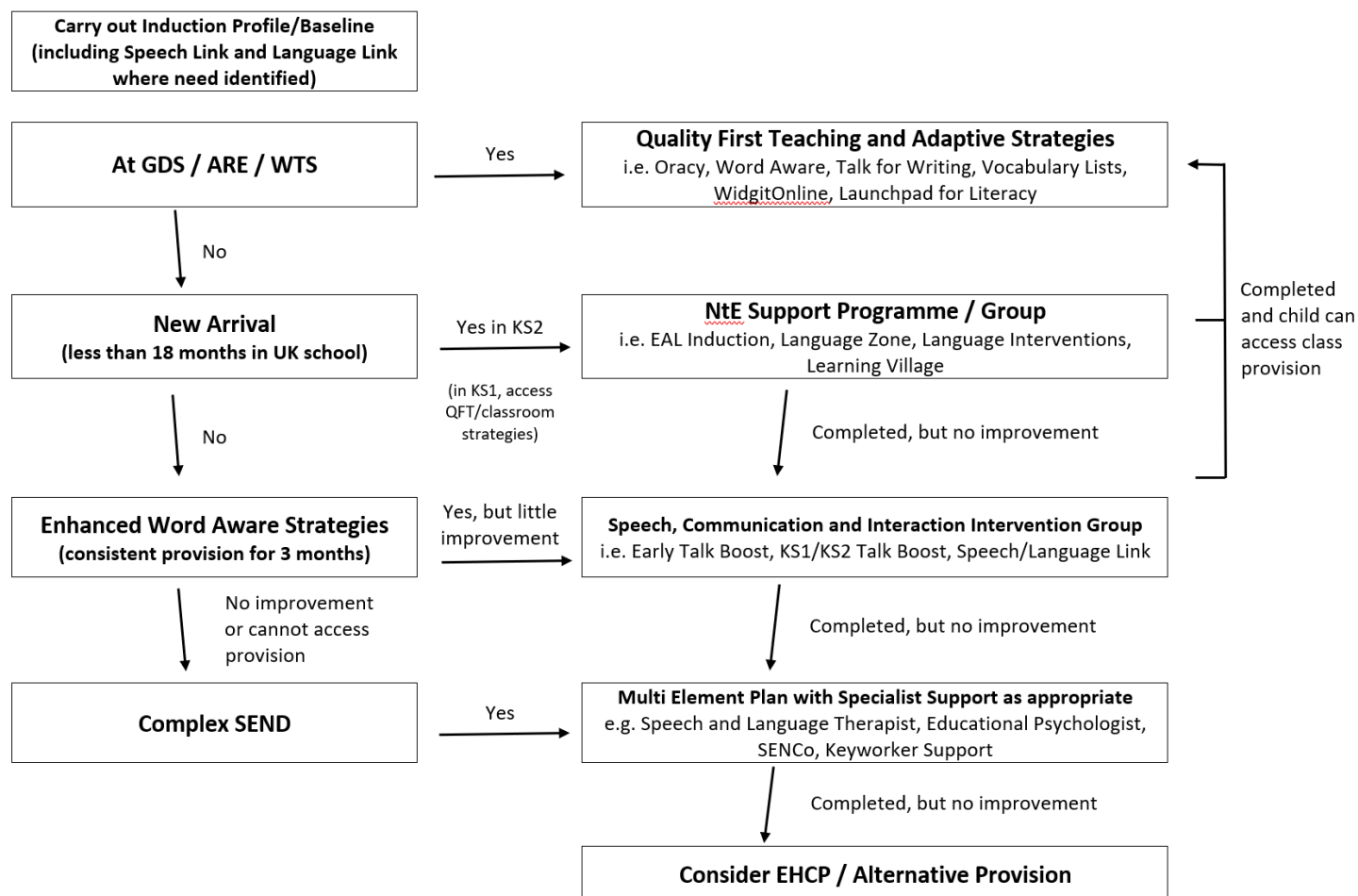
### Appendix 3: EHCNA Pathway for SEND Pupils





### Appendix 4: SEND Intervention Flowcharts

Flow Chart for deciding Speech, Communication and Interaction Interventions



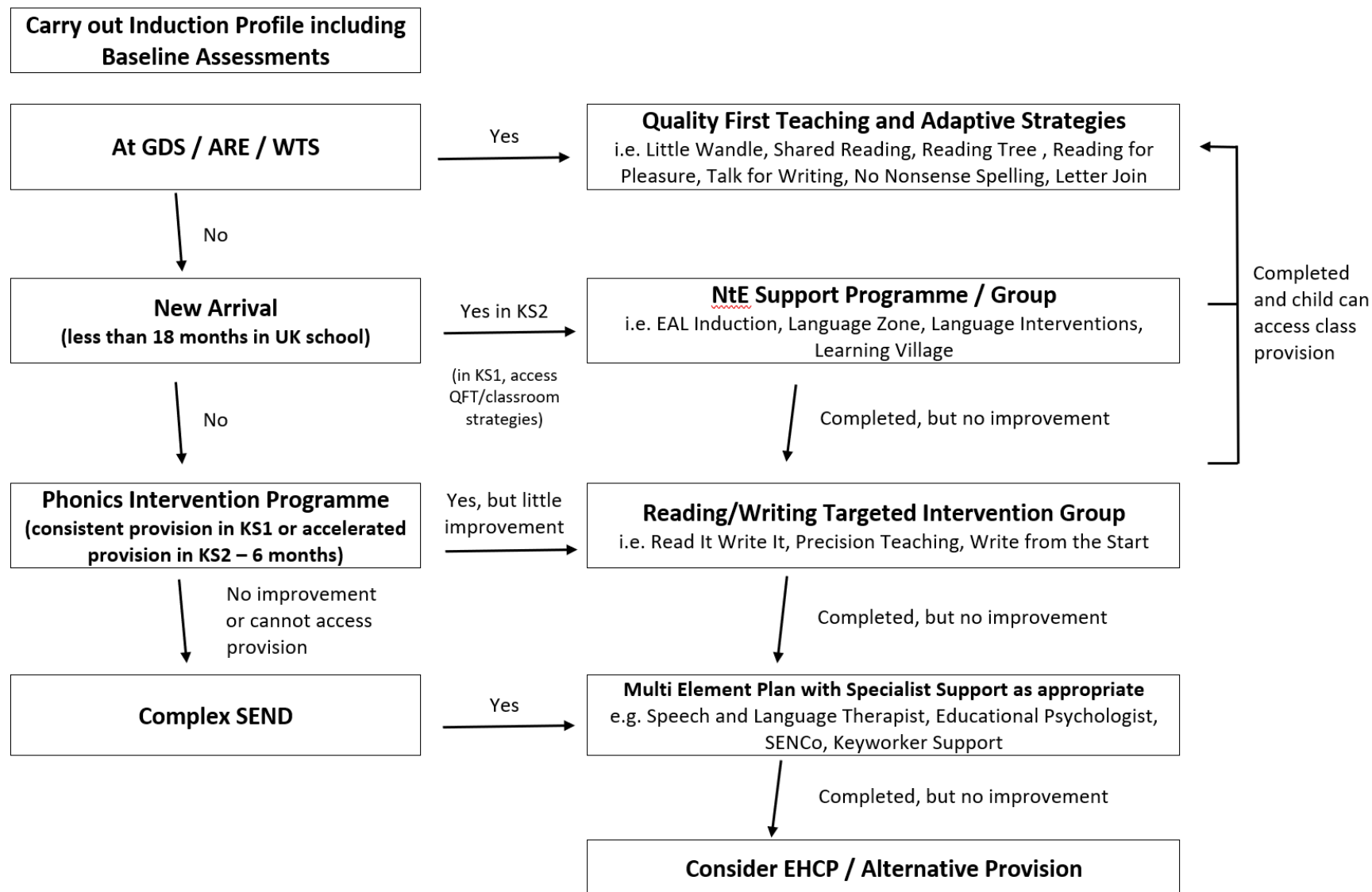
## Special Educational Needs and Disabilities Policy

### Identification Criteria, Provision and Interventions Speech, Communication and Interaction

<b>Identification Criteria – Speech and Communication</b>		<ul style="list-style-type: none"> <li>• Areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers.</li> <li>• The child/young person has disordered/delayed receptive and/or expressive language.</li> <li>• Speech may also be disordered or delayed, so that social interactions are limited and this may result in frustration, stress and/or challenging behaviour.</li> <li>• They may have difficulty in understanding and/or expressing emotions, abstract and non-literal language, inference, social interactions all of which could result in ritualistic and/or rigid behaviours.</li> <li>• Any of the above result in challenging behaviours, school refusal, difficulty in forming relationships, frustration or anxiety.</li> </ul>
<b>Provision and Interventions</b>	<b>SEN Support</b>	<ul style="list-style-type: none"> <li>• Talk Boost</li> <li>• Colourful Semantics</li> <li>• Speech Link/Language Link interventions</li> </ul>
	<b>SEN Specialist Support</b>	<ul style="list-style-type: none"> <li>• Specialist support recommendations</li> <li>• 1:1 language programme</li> </ul>
<b>Identification Criteria - Autistic Spectrum Disorder</b>		<ul style="list-style-type: none"> <li>• Inappropriate obsessive rigid and/or ritualistic behaviours; receptive and expressive language difficulties; hyper/hyposensitivity to sensory input; and significant anxiety and self-esteem issues.</li> <li>• The child may have difficulty in recognising and/or understanding emotions.</li> <li>• Child diagnosed with high functioning autism are included in the autistic spectrum.</li> <li>• Child may often function within or above the normal range of ability but may display any of the above behavioural characteristics.</li> <li>• From 2014 the term 'Asperger syndrome' has been replaced with the descriptor of 'high functioning autism'.</li> <li>• Any post 2011 diagnosis will have been confirmed through multi-disciplinary and multi-dimensional assessment in line with the NICE guidelines and any subsequent alteration to this guidance.</li> <li>• A number of external factors will need to be considered in relation to the learning environment. A child reacts in response to the learning environment.</li> </ul>
<b>Provision and Interventions</b>	<b>SEN Support</b>	<ul style="list-style-type: none"> <li>• Nurture Group</li> <li>• Attention Therapy interventions</li> <li>• Social story interventions</li> </ul>
	<b>SEN Specialist Support</b>	<ul style="list-style-type: none"> <li>• Specialist support recommendations</li> <li>• Educational Psychologist report and advice</li> </ul>

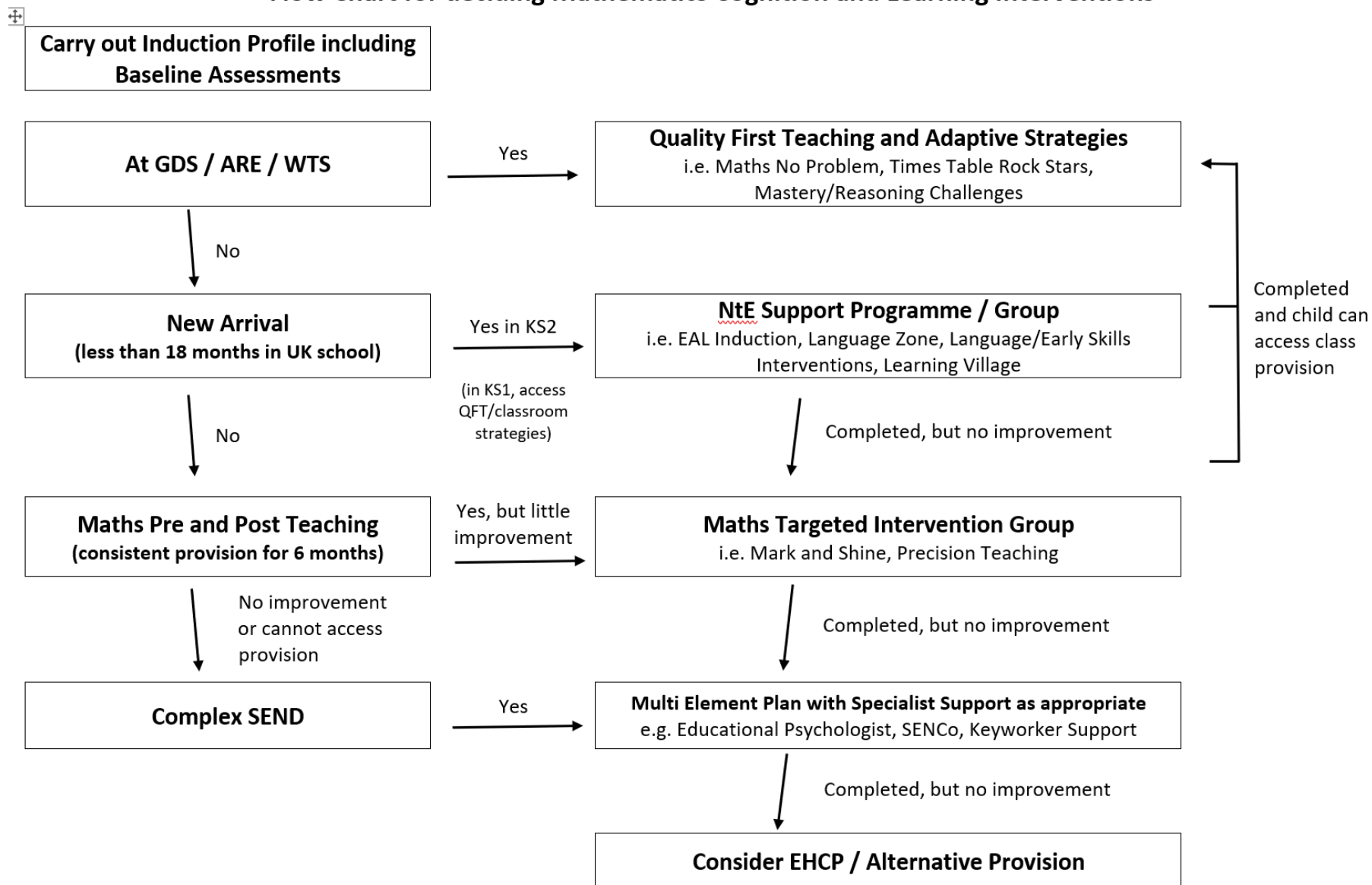
## Special Educational Needs and Disabilities Policy

### Flow Chart for deciding Reading and Writing Cognition and Learning Interventions



## Special Educational Needs and Disabilities Policy

### Flow Chart for deciding Mathematics Cognition and Learning Interventions



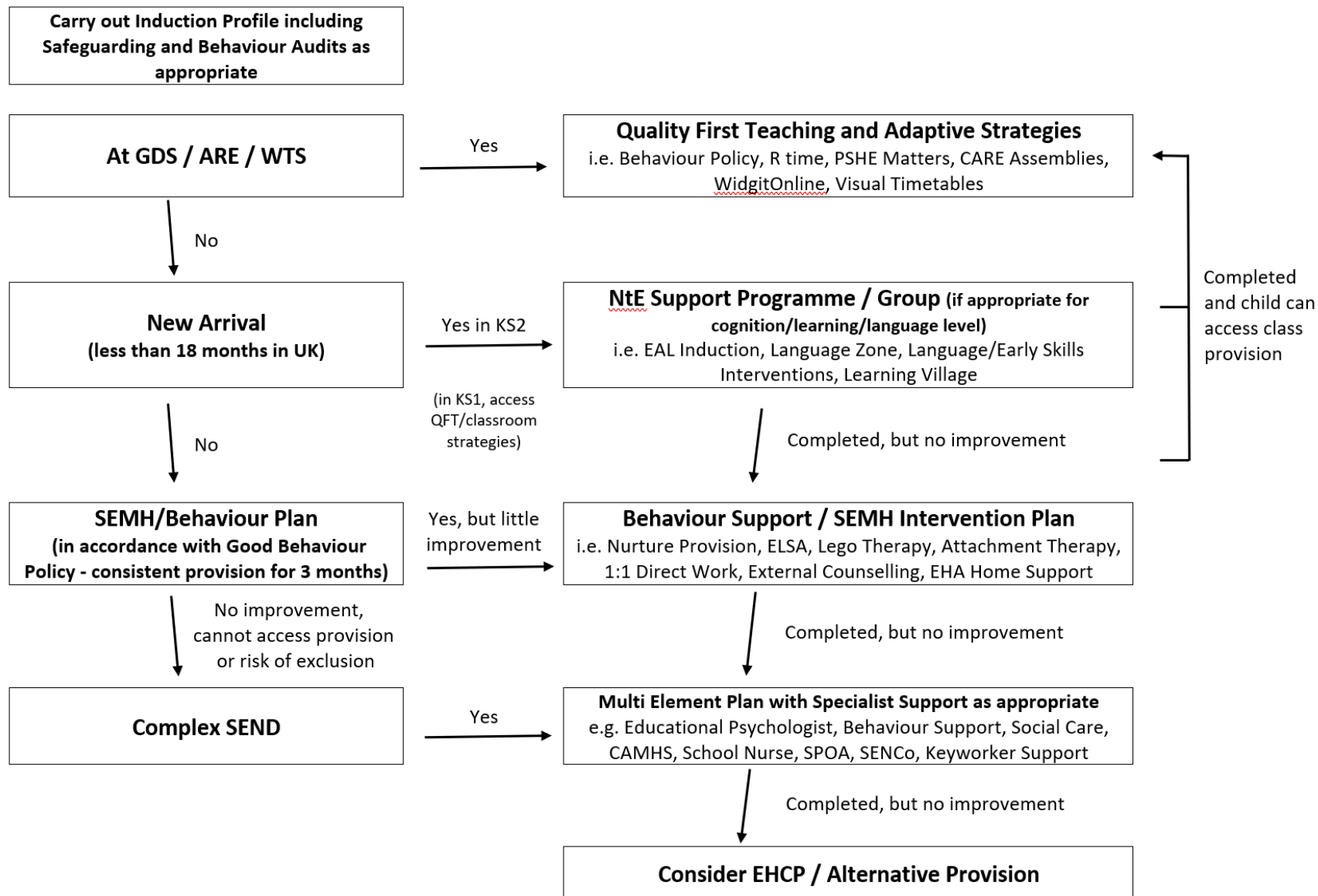
## Special Educational Needs and Disabilities Policy

### Identification Criteria, Provision and Interventions Cognition and Learning

<b>Identification Criteria – Cognition and Learning including Specific Learning Difficulties</b>		<ul style="list-style-type: none"> <li>Children have difficulty in attainment in aspects of learning as defined by national measures and despite appropriate interventions.</li> <li>Their rate of progress is slow and they are working substantially below that expected for children of a similar age.</li> <li>They may have experienced some delay in the acquisition of language and this is reflected in oral and written communication skills.</li> <li>They may have difficulty in understanding concepts and may exhibit memory and processing difficulties.</li> <li>They may lack motivation to learn and have a limited concentration span.</li> <li>They may also be socially and emotionally immature and have limited interpersonal skills, including low self-esteem.</li> <li>They may have specific learning difficulties (SpLD) and/or motor skills delay.</li> <li>Specific learning difficulties (SpLDs) affect the way information is learned and processed. They can have significant impact on education and learning and on the acquisition of literacy and numeracy skills.</li> <li>SpLD is an umbrella term to cover a range of frequently co-occurring difficulties, more commonly Dyslexia , Dyspraxia, Dyscalculia, Auditory Processing Disorder</li> <li>SpLDs can also co-occur with difficulties on the autistic spectrum such as high functioning autism.</li> </ul>			
<b>Provision and Interventions</b>	<b>SEN Support</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read it Write it</li> <li>Little Wandle Phonics</li> <li>Precision Teaching groups</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Read it Write it</li> <li>Little Wandle Phonics</li> <li>Precision Teaching groups</li> <li>Colourful Semantics</li> <li>Write from the Start</li> <li>Physical Literacy</li> <li>Active Hands</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Precision Teaching</li> <li>Mark and Shine</li> </ul>	<b>General</b> <ul style="list-style-type: none"> <li>Auditory memory skills</li> <li>Listening Skills</li> <li>Visual sequencing skills</li> <li>Multisensory teaching</li> </ul>
	<b>SEN Specialist Support</b>	<ul style="list-style-type: none"> <li>1:1 precision teaching</li> <li>Specialist programmes suggested by Educational Psychologist/EHCPs</li> </ul>			

## Special Educational Needs and Disabilities Policy

### Flow Chart for deciding Social, Emotional and Mental Health Interventions



### Identification Criteria, Provision and Interventions Social, Emotional and Mental Health

<b>Identification Criteria</b>		<ul style="list-style-type: none"> <li>• Where children have social, emotional or mental health difficulties, these may substantially affect their behaviour and regularly create barriers to their own learning or that of others</li> <li>• They may experience a range of difficulties in acquiring the social and emotional skills that are necessary to succeed.</li> <li>• Some children may persistently experience these difficulties despite adapted learning opportunities and the strategies usually employed to promote positive behaviour.</li> <li>• Behaviours manifest over time may include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons.</li> </ul>
<b>Provision and Interventions</b>	<b>SEN Support</b>	<ul style="list-style-type: none"> <li>• Individual Behaviour Plans</li> <li>• Bridge the Gap</li> <li>• Nurture Group</li> <li>• Lego Therapy</li> <li>• ELSA support</li> <li>• Direct SEMH Support Work</li> </ul>
	<b>SEN Specialist Support</b>	<ul style="list-style-type: none"> <li>• Specialist programmes suggested by Educational Psychologist</li> <li>• External counselling</li> </ul>

## Special Educational Needs and Disabilities Policy

### Identification Criteria, Provision and Interventions Physical Disability, Hearing and Visual Impairment

<b>Identification Criteria – Physical Disability, Hearing and Visual Impairment</b>		<p><b>Physical Disability</b></p> <ul style="list-style-type: none"> <li>The child has an identified physical disability that causes barriers to learning. This may also affect the development of emotional well-being and self-esteem.</li> <li>The child will need additional adult support to overcome barriers to learning, personal care and transfers between specialist equipment.</li> <li>The child may require: specialist equipment relating to their disability and advice from the STA Service; and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment.</li> </ul> <p><b>Hearing Impairment</b></p> <ul style="list-style-type: none"> <li>The child will have a hearing loss diagnosed by Health.</li> <li>They may have been issued with a hearing aid.</li> <li>They will have difficulties listening, particularly in adverse listening environments.</li> <li>They may have delayed or disordered speech/articulation.</li> <li>They may have delayed or disordered language.</li> <li>They may have a poor auditory memory.</li> <li>They may have difficulties with emotional well-being and self-esteem.</li> <li>They may require additional specialist equipment</li> </ul> <p><b>Visual Impairment</b></p> <ul style="list-style-type: none"> <li>Additional problems such as visual field loss, monocular vision, visual perception difficulties and degenerative eye conditions may exist alongside reduced visual acuity.</li> <li>The visual impairment may cause difficulty in seeing learning materials presented from a distance e.g. board work.</li> <li>The child may require some text enlargement.</li> <li>The child may have difficulty judging speed and distance. They may need additional support for PE or school visits. They may be hesitant in unfamiliar environments.</li> <li>The child will usually be able to record their own work by handwriting but may need touch typing as an alternative on some occasions.</li> <li>They may be socially/emotionally immature and have difficulties in the areas of social/emotional well being</li> </ul>
<b>Provision and Interventions</b>	<b>SEN Support</b>	<ul style="list-style-type: none"> <li>Follow specialist plans</li> <li>Environmental adaptations</li> <li>Use of specialist equipment</li> </ul>
	<b>SEN Specialist Support</b>	<ul style="list-style-type: none"> <li>Occupational therapy courses</li> <li>1:1 support for adapted environment/access</li> <li>Specialist programmes suggested by external professionals e.g. physiotherapy, occupational therapy</li> </ul>



## Special Educational Needs and Disabilities Policy

### Flow Chart for deciding New Arrivals and New to English Interventions

