

# **ALDERMAN RICHARD HALLAM PRIMARY SCHOOL**

## **Special Educational Needs and Disability Policy**



# SEND Policy

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## Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links, and progress all pupils' understanding.

### **'A.R.H. - Educating a community of life-long learners.'**

This policy, for supporting pupils with special educational needs and disabilities, has been devised with regard to the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Advice for schools DfE Feb 2013
- Schools SEN Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Early Years Foundation Stage Statutory Framework (EYFS – September 2021)
- ARH's Safeguarding and Child Protection Policy
- ARH's SEND Accessibility Plan
- Teachers' Standards (2012)
- Pre-Key Stage Standards for Key Stage 1 and 2 (2020)
- The Engagement Model (2020)

This policy was created by the school's SEND Coordinator in liaison with the Senior Leadership Team (SLT).

Our SENDCO can be contacted by:

- Phone: 0116 262 4003
- Email: [knanda@aldermanrichardhallam.leicester.sch.uk](mailto:knanda@aldermanrichardhallam.leicester.sch.uk)
- Website: <https://www.arhprimary.co.uk/contact-details/>

The school offers an 'open door' policy where parents and carers can contact the SENDCO via phone or email. Face-to-face appointments will need to be booked in advance through the school office. Further feedback from parents and carers can be given at any time through email contact available on the school [website](#).

Mrs Nanda has successfully completed the National Award for SEN (NASENCo award) in 2022-23. She has been a Primary school teacher at ARH for over 10 years and is a member of the school's Senior Leadership Team (SLT).

This school provides a broad and balanced curriculum for all children. The EYFS and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs and/or disabilities. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and/or disabilities takes account of the type and extent of the difficulty experienced by the child.

The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required and try to ensure that disabled pupils can play as full a part as possible in school life, by making reasonable adjustments. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be considered reasonable.

### **Mission Statement**

Alderman Richard Hallam Primary School is an inclusive school where everyone is made to feel welcome. We ensure that pupils are included in all aspects of learning and school life throughout our school. Our school vision sets out that all students experience high-quality learning experiences through which they are able to achieve their full potential.

## 1. Aims and objectives: 'Every Teacher is a Teacher of SEND'.

### Aims:

- To provide a happy, caring and supportive community where every child is encouraged to achieve their potential and have full access to a broad and balanced curriculum, which is adapted or differentiated to the needs and ability of the individual, in line with the Special Educational Needs and Disability Code of Practice.
- To create an environment that meets the special educational needs of each child.
- To identify and provide early and effective support in overcoming the barriers to learning and social and emotional wellbeing for children with SEND.
- To understand each child's needs by providing a strong partnership between pupils, parents and carers, Governors, the Local Authority and outside agencies by making clear the expectations of all partners in the process.
- To ensure all pupils take a full and active part in school life.
- To reduce the impact of child poverty and deprivation on learning and wellbeing by helping pupils to develop the skills and attributes to access the curriculum, to improve their learning and fulfil their potential.
- To ensure that our children have a voice in this process through pupil conferencing and the child's input in passport and plans.
- To ensure that there is effective communication between the school and parents and carers and that they are involved in the whole process.
- To promote independence, equality, and consideration for others.
- To ensure that we celebrate the wide range of our pupils' achievement.
- To support all pupils to excel by offering multiple pathways for progression through various interventions and provisions.

### Objectives:

- Teachers seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents and carers, education, health and care services (including early years settings) prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENDCo.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Monitoring consists of informal day to day assessment and formal monitoring through Target Tracker and Provision Map.
- Make appropriate provision and put into place interventions to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo, Senior Leadership Team and Headteacher (Ann-Marie Kedzior) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To ensure that there is effective communication between the school and parents or carers. To work alongside parents and carers so they gain a better understanding of their child and involve them in all stages of their child's education. This includes

supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- To work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone. Alderman Richard Hallam Primary School receives further support from Special Education Needs and Disability Support Service (SENDSS), Leicester City Psychology Service, and Speech and Language Therapy along with other key external agencies (see Section 16).
- To create a school environment where all pupils including those with SEND can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school, regular check-ins in class, pupil voice surveys conducted on a regular basis and carefully monitoring the progress of pupils at pupil progress meetings. The school also has a Parent and Pupil Voice Lead to ensure that the children are listened to, and their thoughts and opinions represented. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g., membership of the School Council, affiliation with sports teams and other clubs).

## **2. Educational Inclusion**

In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and participation through appropriate interventions and provisions. We want all of our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers and teaching assistants respond to children's needs on an individual basis. We recognise the uniqueness of every child's needs and therefore we offer a wide range of interventions and learning provisions which are regularly monitored in order to find the most effective strategy for the child.

This support could include:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

- For a full comprehensive list of interventions and provisions the school provides please see Appendix 7.

### Engagement Model

Where relevant pupils are identified as not on subject-specific study in KS1 and KS2 due to their assessment from the Pre-Key Stage standards, staff will follow the Engagement Model to ensure the progress and curriculum for individuals is supportive in their development. Pupils will have personalised targets and a modified curriculum in-line with their needs. Staff will undertake regular formal observations of the child engagement in order to track and create appropriate next steps of learning. Staff working with children on the engagement model will create a folder of evidence and work to showcase the child's progress and inform next steps. Provision Maps, plans, passports and provisions will also be updated as other SEND children following the cyclical process as specified within the policy.

### Inclusion of pupils with SEND

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision. All curriculum policies have a specific SEND section; please find these on our school website. For an overview of the tiered provision and monitoring offer see Appendix 8.

The school will seek advice where appropriate around individual pupils, from external support services. Where a behavioural incident warrants exclusion, the Headteacher and the Senior Assistant Headteacher in charge of behaviour (Carla Lawes) will consider the incident in line with the school's Behaviour Policy. Permanent exclusions will only be considered in extreme circumstances and would be in line with statutory procedures.

### Reducing the Impact of Poverty and Disadvantage on Pupil Attainment

We recognise that poverty is a barrier to educational achievement. Therefore, we believe we have a duty to help reduce the impact of child poverty and deprivation on learning and wellbeing by helping pupils to excel in their learning and to fulfil their potential.

We know that there is a strong statistical link between poverty and low educational attainment. In general, pupils from poorer families are still far more likely to attain at lower levels than other pupils.

We will work hard to improve pupils' learning and wellbeing by using a variety of strategies to engage learners to boost their self-esteem and achievement and to encourage the local community to be at the heart of the school and the school to be at the heart of the community.

## 3. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Ann-Marie Kedzior (Headteacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Krupa Nanda (SENDCo and Assistant Headteacher).

- The named governor for SEND is Robin Marston. He ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### The Role of the SENDCo

At Alderman Richard Hallam Primary School, the SENDCo:

- Manages the day-to-day implementation of the SEND policy.
- Co-ordinates the provision for, and manages the responses to, children's special educational needs and/or disabilities.
- Supports and advises colleagues.
- Oversees the records of all children with special educational needs and/or disabilities.
- Acts as the link with parents and carers.
- Acts as the link with external agencies and other support agencies relating to SEND.
- Monitors and evaluates the SEND provision and reports to the Governing Body through the Headteacher and SEND Governor by providing termly Headteacher Reports.
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs and/or disabilities.
- Contributes to the professional development of all staff.
- Oversees the SEND budget in consultation with the Finance Manager.

### The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and/or disabilities.

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority (LA) and other schools, when appropriate. The Governing Body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Body appoints a Governor to have specific oversight of the school's provision for pupils with SEND.

### The Role of the Headteacher

The 'responsible person' in this school is the Headteacher (Ann-Marie Kedzior). The Headteacher ensures that all those who teach a pupil with an Education Health and Care Plan (previously known as statement of SEND) are aware of the nature of the EHCP.

### Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with EHCPs (previously known as statements of SEND).

The Headteacher informs the governing body of how the funding allocated to support SEND pupils has been deployed.

The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to EHCPs. The SENDCo draws up the resources bid when the school is planning for the next School Improvement Plan.

#### **4. Arrangements for coordinating SEND provision**

The SENDCo will hold details of all SEND Support records such as the SEND Register, provision maps, strategy sheets and tracking for individual pupils.

All staff can access the following documents on the school server:

- SEND Policy
- SEND Information Report
- SEND Accessibility Plan
- Guidance on the identification of SEND in the Code of Practice
- Practical advice, teaching resources, and information about types of special educational needs and disabilities

This policy is made accessible to all staff, and parents and carers in order to aid the effective coordination of the school's SEND provision. A copy of the policy can be obtained from the school office or accessed via the school's [website](#).

#### **5. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Where appropriate, upon transition children with identified needs will be supported through liaison meetings with parents and carers, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered. This will be supported by our Attendance and Admissions Manager (Kirsty Johnson).

#### **6. Facilities for pupils with SEND**

Alderman Richard Hallam Primary School's site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access and a disabled toilet. Please see our [Health and Safety Policy and Accessibility Plan](#) for further details.

#### **7. Allocation of resources for pupils with SEND**

High quality teaching that is adapted, differentiated and or personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this, i.e. special educational provision. As a school, we endeavour to ensure that such provision is made for those who need it and that resources for pupils with SEND are allocated effectively. Special educational provision is underpinned by high-quality teaching.

##### **Sensory Room**

A sensory room is a therapeutic space designed to promote a calming and soothing experience. It can also provide an interactive and engaging environment for the students.

We have a sensory room equipped with lights, sounds, bubble tubes and various other fun and calming equipment. This room is used daily and provides our children with another type of environment to explore.

### The Woodlands (SEND Hub)

The Woodlands is a specific setting developed at ARH to support pupils with significant and complex high needs. It encompasses an assimilation of the Early Years Foundation setting and this enables pupils to experience holistic and hands-on teaching and learning. Pupils with SENIF funding (previously known as Element 3) and Educational Health Care Plans (EHCP) have been timetabled to morning or afternoon small group sessions. The staffing structure includes one Teacher of SEND and three skilled SEND Teaching Assistants. Specific pupil outcomes are planned for as well as sessions like, Social Stories, Messy Play, Sensology, Colourful Semantics etc. This provision is new (opened on 27th August 2024) and is subject to change according to the needs of the pupils.

### Funding

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. This funding can be utilised in various ways based on the needs of the pupil. It can involve targeted out-of-class intervention work, such as through Precision Teach, TRUGS or NESSY, in-class support, and the provision of targeted resources, such as coloured overlays or pencil grips. The exact provision will be decided by the SENDCo in liaison with the child's class teacher and parents or carers.

For those children with high SEND needs who do not have an EHCP (see Section 8), additional funding may need to be accessed. Where the school has met the requirements for Element 1 and 2 funding and further support is required for a child, SENIF also known as Element 3 funding can be applied for which can allow for additional adult support, further interventions or specific resources. Occasionally and needs based, this could take the form of allocated 1:1 or 1:2 adult hours or access to additional small group support in class. This can also allow for access to external services, or specialist resources. The SENDCo will be responsible for the effective allocation of this funding, working alongside the child, teacher, support staff and parents and carers. Element 3 funding can be applied for once per year.

An Education, Health and Care (EHC) Plan is for children and young people aged up to 25 who have an enduring need and need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. ECHPs will normally specify how this top-up funding should be allocated to best support the child.

A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered. Please see our Pupil Premium Strategy for further information on this (<https://www.arhprimary.co.uk/pupil-premium/>).

### Support Staff

For those children accessing Element 1 and 2 funding, support will usually be provided by the support staff within the year group. There are a range of provisions we are able to offer as a school and our support staff are well trained to be able to provide these provisions and

specialist support. The allocation of this support will be arranged by Year Leaders in liaison with the school SENDCo.

Children who have access to Element 3 funding or who have an EHCP are likely to have access to one of our highly trained SEND support staff who can provide more targeted support. This may take the form of 1:1 support, 1:2 or otherwise small group support and additional support at break and lunch times as required. This support is arranged by the school SENDCo and will be in-line with any specified support from an EHCP.

If 1:1 support staff are ill and unable to come to work, teachers, parents and carers (as required) will be informed and our absence response (see Appendix 5: 1:1/SEND Teaching Assistance Absence) will be followed.

## **8. Identification of pupils needs**

### Identification

The Staff at ARH identify pupils with Special Educational Needs in line with the Children and Families Act 2014 (please see Appendix 1: Identification of Special Educational Needs for further details).

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to inform our planning and provide starting points for the development of an appropriate curriculum which informs and challenges every child. There is an emphasis on the early identification, assessment and provision for any child who may have SEND. The following strategies and assessments are used to ensure this early identification.

- Consideration of concern expressed by staff, parents and carers, the child or health and social services.
- Reports or records from previous educational establishments.
- The SEND Early Identification Investigation form may be completed to gather further information and evidence to support the discovery of needs.

### In-School Assessment Procedures:

- Baseline assessments in Reception
- Year 1 - Year 6 Benchmarking
- Year 1, 3, 4 and 5 NFER Reading tests
- Practice SATs for Years 2 and 6
- Boxall Profile (for Social, emotional, mental health)
- Strengths and Difficulties Questionnaire
- Year 1 - Year 6 Sandwell Numeracy Tests
- The British Picture Vocabulary Scale (BPVS)
- Meeting Individual Needs Document (MIN)
- Nessy Dyslexia Screening
- Assertive Mentoring assessments for Maths, spelling and GPS
- Year 1 (&Y2) Phonics and preparation assessments
- Year 4 Multiplication Tables Check and preparation assessments

- Beyond the summative assessment types, at ARH formative assessments regularly take place in class to support in the identification of pupils with SEN and to enable Quality First Teaching.

## 9. SEND Graduated Approach and Identification Process

A pupil may be identified as *possibly* having SEND if they are:

- Making little or no progress compared to peers with similar baselines, where the attainment gap is not closing or fails to match previous progress rates;
- Working at levels below others of a similar age – two academic years below or more;
- Show persistent social, emotional, mental health or behavioural difficulties;
- Have sensory or physical problems which hinder progress;
- Experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning;
- Show difficulty developing literacy or numeracy skills.

**Concerns regarding a child who may have SEND fall into 4 categories:**

1. Communication and interaction (Speech and Language, Autistic Spectrum Disorders)
2. Cognition and learning (Specific Learning Difficulties, General Learning Difficulties)
3. Social, emotional and mental health difficulties (including behavioural difficulties)
4. Sensory and/or physical difficulties (Hearing or Visual Impairment, Physical or Medical Needs)

Our school guidance on the SEND Graduated Response can be found in **Appendix 3**. This details the process by which children are identified as having a Special Educational Need and/or Disability within the school and how these concerns are monitored, evaluated, supported and escalated where necessary. All staff receive training in this process and are supported by the SENDCo and Assistant Headteacher with responsibility for Assessment (Samuel Gregory).

## 10. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school in line with the needs of the individual, as far as possible taking into account with the wishes of parents and carers.

All children are entitled to Quality First Teaching and adaptations. Our teaching staff work hard to ensure highly effective teaching and learning opportunities for all children in their class, including those with SEND. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents and carers for other flexible arrangements to be made.

Regular training and learning opportunities through Professional Development Meetings and Local Authority Network meetings for staff on the subject of SEND and SEND teaching are provided both in school and across the development group. Staff members are encouraged to attend e-learning opportunities and INSET training to further develop skills and knowledge.

## 11. Supporting SEND Pupils

### Plan review

We will follow the graduated approach (Appendix 3) and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs yearly. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The use of Target Tracker and formal assessments;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents and carers;
- The pupil's own views;
- Advice from external support services, if relevant.

The provisions will be reviewed regularly.

All teachers and support staff who work with the pupil/s will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and provisions and their impact on the pupils' progress.

The school uses Provision Map, the SEND Early Identification and Investigation form to gather information and results of assessments available within school to try to find out where a child's difficulties lie. This information will be shared with parents and carers.

If a child is placed on the SEND register as SEND Support, a Plan will be created on Provision Map. At least twice a year, we will review this plan with the child's parents and carers to find out what they think, how they feel about the progress being made and what adaptations may be necessary. Any external agency assessments will be shared with parents and carers and the plan further developed to best support their child.

We may send extra activities home, with parental permission, so parents and carers can continue the support at home and their child can share what they are doing at school.

Parents' and carers' evenings occur in the Autumn and Spring terms and a formal mid-year and end of year report will be sent home. Reviews of SEND plans will be updated and discussed in parents' and carers' evenings, reviews can also take place as required through the academic year.

## 12. Monitoring and Evaluating

In order to make consistent continuous progress in relation to SEND provision, the school encourages and welcomes feedback from staff, parents and carers, and pupils during the academic year. Parents and carers, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The SENDCo ensures there is a comprehensive overview of the progress and attainment of

all SEND pupils through awareness and analysis of levels of attainment and progress recorded on Target Tracker. Data from Provision Map is collated to analyse the effectiveness of interventions and to enable the SENDCo to provide support or challenge to class teachers as appropriate.

Provision is also monitored by the SENDCo through learning walks, observations, book and planning scrutinies and pupil conferencing. This is often done in liaison with the Governor responsible for SEND provision.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher and SEND governor. Information is gathered from different sources, such as pupil surveys, parent and carer surveys, teacher and staff surveys, parents' and carers' evening and report feedback forms.

### **13. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to offer advice on formal procedures for complaint if necessary. If the SENDCo is unable to satisfactorily address their concerns, parents and carers should follow the school's complaints procedures, outlined in the school [Complaints Policy](#), which can be found on the school website.

### **14. In-service Training (CPD)**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks the support of the Local Authority Service when a need for specialist training is identified. The Senior Leadership Team recognises the relevance of specific training and aims to meet the needs of staff dealing with specific SEND issues.

The SENDCo attends relevant SEND courses and update meetings. The SENDCo also works alongside local schools (those in our LA triad) to develop new strategies and network with colleagues. All Teaching Assistants are offered training opportunities through a range of local agencies and e-learning opportunities.

We recognise the need to train all staff on SEND issues. The SENDCo, along with the SLT, ensures that training opportunities are matched to the School Improvement Plan (SIP).

### **15. Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid effective inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents or carers.

## 16. Working in Partnerships with Parents, Carers and Pupils

Alderman Richard Hallam Primary School believes that a close working relationship with parents and carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- Continuing social and academic progress of children with SEND to enable personal success;
- Parental views are considered and valued.

In cases where more frequent, regular contact with parents and carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents and carers of pupils with SEND to the LA Independent Support Service, [SENDIASS](#) (formally Parent Partnership), where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents or carers and the pupil will always be consulted with regards to future provision. Parents and carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## 17. Links with other schools

### Transition

At ARH, we pride ourselves on ensuring that all children have a smooth transition to new year groups and new settings.

When moving to a new year group, teachers are provided transition time to discuss the provisions in place for each child, their strengths and their focus areas. All relevant forms and information regarding SEND pupils will be discussed and shared along with strategies that have been used and how successful they have proven to be. Children have a transition morning to meet their new teacher and see their new classroom. For some SEND pupils, particularly those with Element 3 funding or on an EHCP, further transition work will be provided, such as a transition book (with photographs/pictures) with key information in it and more time with the new adults they will be working with in the next academic year. The level of this transition support will be decided by all adults involved in supporting the child (including support staff, the SENDCo and the child's parents and carers) and will be dependent on the child's needs and desires.

When pupils leave the school in Year 6, we ensure there is effective transition for all children and particularly those with SEND. Class teachers will speak to the child's new teacher and provide a thorough transition with relevant information shared effectively. Where a student in Year 6 has a current statement or EHCP, the annual review will be completed in the Autumn Term of Year 6.

Meetings are held with the SENDCo of our main feeder secondary school (Beaumont Leys School) to aid smooth transition. Visits are organised if the SENDCo, the parents and carers and the feeder secondary school feel that it is appropriate.

If children leave the school at any other point, we ensure their new schools are kept informed of all relevant information. This can take the form of documents being shared (where appropriate), conversations with the child's class teacher and conversations with our school SENDCo. All SEND documentation is sent to the child's new school upon registration.

### **18. Links with other agencies and voluntary organisations**

Alderman Richard Hallam Primary School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCo is the designated person responsible for liaising with the following:

- Leicester City Education Psychology Service
- Early Years Support Team
- Learning, Communication and Interactive Support Service (LCI)
- Primary Social, Emotional and Mental Health Team (SEMH)
- Speech and Language Team (SALT)
- Visual Impairment Team (VIT)
- Hearing Impairment Team (HIT)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents and carers may be contacted by school or the agency of any meetings or observations.

This policy will be reviewed annually by the SENDCo, Headteacher and SEND Governor.

## **APPENDIX 1: IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

### **Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within the definition at (a) or (b) above when of compulsory school age (or would be likely to do so if no special educational provision were made).*

*A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.*

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The Children and Families Act 2014 was enacted on the 13th March 2014 and came into force from the 1st September 2014. A SEND Code of Practice accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

## APPENDIX 2: AREAS OF NEED

There are four broad areas of need which children may have:

### 1. Communication and interaction

- Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

### 2. Cognition and learning

- Where children and young people learn at a slower pace than others their age, they may:
  - have difficulty in understanding parts of the curriculum;
  - have difficulties with organisation and memory skills;
  - have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy.
- The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

### 3. Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:
  - have difficulty in managing their relationships with other people;
  - be withdrawn;
  - behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

### 4. Sensory and/or physical needs

- Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## APPENDIX 3: SEND GRADUATED APPROACH

### **Step 2 – Element 2 – Assess, Plan, Do and Review**

- The child has had Quality First Teaching, differentiated work, short-term interventions and the teacher has tried changing the teaching style and/or adapted teaching for a sustained period, at least one term.
- The child has not responded in the way teachers would like – no noticeable improvement.
- The parents or carers, together with SENDCo, review this and **the child is formally placed onto the register**. Parents and carers receive confirmation verbally or in writing from SENDCo.
- A complete assessment screening is completed. This includes a PM Benchmark, BPVS, Nessy Dyslexia Test, Boxall Profile and Sandwell tests. Data will be inputted on Provision Map on a Plan.
- Teachers complete a Plan on Provision Map. This is created once and reviewed three times per academic year. This is created in liaison with support staff, the SENDCo, the child and can be shared with their parents and carers. This will specify the child's areas of need, strengths and difficulties and all support and interventions (provisions) in place. It will set clear and achievable (SMART) targets for the child and will be reviewed on a termly basis and shared regularly (formally 2-3 times) with the child's parents or carers. A Passport is also completed on Provision Map to aid transition.
- SIMs and Target Tracker are updated to reflect this change by SENDCo.
- The child will be entitled to receive targeted interventions, reviewed each term, adapted or differentiated work, additional learning resources where appropriate and support where appropriate in class. External agencies may be involved.

### **Definition of SEN in Code of Practice 2015 (pages 15/16)**

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

### **Step 3 – Considerations for Element 3**

- For many pupils the amount of support given at Step 2 will be effective in raising attainment, providing support and closing the gap between the pupil and their peers.
- However, some pupils may have enduring and complex needs which go beyond the support in Step 2 and therefore we can apply for further funding for extra support. As a school, we must show that we have:
  - Implemented 'additional to and different from' provision as identified in Step 2 of this document;
  - Drawn 'additional to and different from' (e.g. interventions) provision from proven programmes/activities delivered individually, in small groups or in class;
  - Drawn up individual targets with regular monitoring and review;
  - Delivered programmes/interventions regularly with staff with a high level of competence and implemented for at least 18 months;
  - Involved parents and carers in drawing up the provision, its monitoring and review;
  - Involved external agencies in identifying suitable provision needed and advice;
  - Ensured programmes promote individual's strengths, interests and independence;
  - Consistently implemented the advice from external agencies;
  - Reviewed that provision on a regular basis and changed or altered it as needed;
  - Tracked and recorded the outcomes of the provision on Provision Map;
  - Involved the pupil in decisions regarding the provision – Provision Map Passports.
- An application for Element 3 also known as SENIF (SEN Inclusion Fund) funding can then be completed.

#### **Step 4 – Element 3**

- Using evidence from Provision Map and Target Tracker, the SENDCo, along with the consent of parents and carers, complete an Element 3 application for additional funding.
- Following a positive outcome, the school will endeavor to follow the needs outlined in the statement of the application. This may require additional adults or adult time to be employed to work with the child for some of the time they are in school. Funding can also be used for specialist resources.
- Element 3 funding is yearly. There are 3 bands of support available, and this is decided by the LA and SES based on the evidence that is provided.

#### **Step 5 – EHCP**

- If a pupil has significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The EHCP application will also be made if it is clear that a need is enduring and will be throughout the child's educational life.
- The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents and carers, the SENDCo and the child's teacher. An external agency may also be involved to support the application.
- The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and carers, teachers, the SENDCo, Social Care, Health and any other external agencies or professionals.
- Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents and carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
- Further information about EHC Plans can found via the SEND Local Offer: <https://families.leicester.gov.uk/send-local-offer/>
- There is a 6-stage process for acquiring an EHCP:
  1. Request for a statutory assessment
  2. Statutory Assessment Request Decision Meeting
  3. Introductory Meeting or Family Meeting
  4. Resource Allocation Panel
  5. Process to agree final EHC Plan
  6. Implementation Meeting