

Hartsfield JMI School



SEN Policy

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Review Date:

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Name:

Role:

Written by: Kathryn Dearn

SENCO/ Assistant Headteacher

Approved by Governing body

March 2024

Name:

Role:

Sian Chrimes

Chair of Governors

This policy complies with the statutory requirements laid out in the SEN Code of Practice (2014) and has been written with reference to the:

- Equality Act 2010;
- Social Care Strategy December 2023;
- Statutory Guidance on Supporting Pupils at School with Medical Conditions- DfE September 2014;
- Keeping Children Safe in Education DfE September 2023;
- Supporting Mental Health in Schools and Colleges- DfE August 2017.

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1 Information about SEN Provision at Hartsfield School.

Mrs K. Dearn is the SENCO (Special Needs Co-ordinator) for Hartsfield School. She is an Assistant Headteacher and member of the Senior Leadership Team and reports to Mrs. P. Smith, the Headteacher. Mrs. A. Gaskell is our named SEN Governor. These people can all be contacted via the School Office if you have any questions concerning special educational needs.

At Hartsfield, the general arrangements for planning, teaching and assessing work takes into account the wide range of abilities, aptitudes and interests that children bring to the school. The majority of children will learn and progress within these arrangements. Those who have significant difficulty in doing so, even with adjustments made by the teacher, may have Special Educational Needs (SEN). This policy states how the Local Authority, Governing Body and Staff make provision for these children.

We expect that all teachers at Hartsfield School must ensure that every pupil makes progress and this includes those recognised with special educational needs.

What are Special Educational Needs (SEN)?

Under the Code of Practice 2014, having special educational needs is defined as:

“A child or young person has a learning difficulty or disability if s/he has a significantly greater difficulty in learning than the majority of others of the same age.”

The Code of Practice defines young people with special educational needs only, but we recognise that some young people will have a disability but not special educational needs or *vice versa*. Some young people will have both special educational needs and a disability (SEND) as recognised by the Equality Act 2010 (for example, autism)

2 Aims- our approach to SEN

As a school, we aim to raise the aspirations and expectations for all pupils with SEN. We aim to improve outcomes for all pupils and this involves high expectations for all young people, including those with SEN.

We do this by:

- Identifying and providing for pupils who have SEN or other additional needs. We aim to deliver a curriculum that meets the needs of all pupils including those with SEND and recognise the challenges that some subjects may offer to pupils, for example children with co-ordination difficulties in PE. Our curriculum co-ordinators identify unique barriers to accessing the curriculum in their subject area for different groups of SEN pupils and provide ideas on how to overcome this to colleagues. This is summarised in our curriculum area on our website for each subject.
- Working within the guidance provided in the SEN Code of Practice and Equality Act.
- We have a whole school approach to the management and provision for SEN that is fair and consistent across the school.
- We work with parents and pupils in partnership in deriving our provision: we believe in “doing with” not “doing to.” We work with parents to provide consistent approaches and listen to our pupil’s views on how they might progress.
- We provide time for our SENCO to undertake her Special Educational Needs Co-ordinator’s role. This includes supporting and advising staff working with pupils with SEN and managing the provision across the school.
- We work with the Governing Body who ask us about the impact of the provision made and agree funding for SEN provision within school, challenging if it is the best practice that is in place.
- The whole staff follow the SEN policy in their daily practice/teaching and provide quality teaching for all.

- We provide staff training and undertake training with the Local Authority, DSPL and other organisations such as charities to constantly update our knowledge and skills.
- We aim to identify SEN as early as possible so that all can respond appropriately.
- We work with outside agencies to further our knowledge and understanding of a young person's needs.
- Our School Information Report and Hertfordshire Local Offer are published on our website for all to share.
- We map provision for all pupils so that we can know patterns of need and effectiveness of strategies used. We use a platform called Edukey Provision Map to do this.
- We use the Hertfordshire SEN/D tool kit to help us highlight areas for improvement in our current practice, in line with Local Authority SEND targeted outcomes.

SEN provision is funded from our school budget. The Head teacher sets the budget and the Governing Body work with her to scrutinise and agree to it. For pupils with the most significant needs as recognised by an Educational, Health and Care Plan (EHCP), we provide for the first part of their interventions from our budget. We would also be likely to receive some top-up funding from the Local Authority to help us to meet the targets set in the pupil's EHCP. There could also be personalised funding available for those with EHCPs and this might be for aspects of social care required by the child, for example. The child's Local Authority Special Needs Officer will agree with the parents how this funding should be spent as part of the review of the Education, Health and Care Plan. At a local level, the school may be able to apply for Local Higher Needs Funds (LHNF) for particular equipment or interventions to meet the needs of a small number of pupils. This can happen where there are items/ interventions required that the school could not normally be expected to provide themselves from their own budget .

3 Identifying SEN

The Code of Practice describes four broad categories of need. The identification of these categories help us to plan for the provision that the school will take (and is not just there to fit pupils into categories). At Hartsfield, we consider the needs of the whole child and not just their special educational needs.

The 4 areas of SEN identified by the Code of Practice are:

- **Communication and Interaction;**
- **Cognition and Learning;**
- **Social, Mental and Emotional Health and**
- **Sensory and/or Physical Needs.**

The following **may** affect progress and attainment, making a pupil more vulnerable, but are **not considered to be SEN**:

- Disability (we have a duty to make reasonable adjustments for disability under Equality legislation but this alone does not constitute SEN);
- Attendance and punctuality;
- Health, welfare or wellbeing needs;
- Having English as an Additional Language;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child or having been previously a child looked after by the Local Authority;
- Being the child of a serviceman/woman;
- Being a “Child in Need” or under a Child Protection order;
- Being a Young Carer;
- Having unacceptable behaviour for learning (although this could be a symptom of an underlying cause such as mental health difficulties which could be SEN)
- Being a child where the family have ever had need of the support of a social worker.

4 A Graduated Approach to SEN Support-How do we identify and manage pupils who have SEN?

All teachers at this school are responsible and accountable for the progress and development of the pupils in their class. It is the class teacher who is responsible for allocating support from teaching assistants to pupils in their class and the Senior Leadership Team who allocate teaching assistant time to the teachers each term, based on pupil needs as understood through their analysis of progress data and knowledge of the pupils.

All class teachers provide quality teaching to meet the needs of each and every pupil each day. This means that they differentiate or personalise activities for different groups of pupils. This is recorded in their planning. Our teachers make arrangements designed to overcome any possible barriers to learning and make reasonable adjustments so that all pupils can learn. This works well for the majority of pupils. Subject co-ordinators for each of the curriculum subjects have a view of, and advise on, provision in their subject area so as to minimise any disadvantage SEN pupils may face. The Senior Leadership Team regularly reviews the quality of teaching across the school to ensure the highest standards are in place for each child; for example, by lesson observations or work scrutiny. The Senior Leadership Team are careful to understand what strategies are being used by class teachers to support vulnerable pupils. Regular Pupil Progress Meetings take place between a member of the Senior Leadership Team and each class teacher and the pupils’ progress is analysed. Subject co-ordinators will include scrutiny of provision for SEND pupils within their subject leadership analysis. Subject leaders will look at aspects of their subject that may be barriers for particular groups of SEN pupils and what steps can be taken to overcome these barriers.

We have a graduated response to pupils with increased need. When we recognise that a pupil is not making adequate progress the teacher will provide an increased amount of intervention, for example a reading comprehension focus group; additional phonics or times tables practise groups etc. They may also devise groups to work on social skills, confidence or support groups for pupils at times of transition. Additional access to technology or equipment may be needed by some pupils. A record of interventions is kept for each pupil on pupil progress records which log additional interventions given beyond the usual quality teaching. This entry level of support is part of our quality teaching and/or our making reasonable adjustments and is **not** described by the Code of Practice as SEN.

We monitor the progress that all children make on a termly basis. For a small number of pupils who have “**significantly greater difficulty in learning**” and for whom previous interventions may still not be enough to ensure adequate progress, we will provide Special Educational Needs Support. This is additional highly individual, focused intervention work intended to enable the young person to achieve an agreed outcome. At this point, the Code of Practice indicates that a **young person has SEN**.

The class teacher will seek the advice of the SENCO and consider all information gathered about the pupil’s progress, alongside national data and expected outcomes. At this stage a pupil will be recorded as “being in receipt of SEN Support” on the school’s database. Parents and the young person will be invited to a SEN Support Review Meeting with the class teacher, and possibly the SENCO as well, to discuss a way forward to improve on progress for the child, based on the 4 stage cycle ASSESS- PLAN- DO; REVIEW (APDR) . Parents are asked for their views on what could be done together and the pupil will also be asked what could help them in an age appropriate way. We use Edukey Provision Map to store and share our Learning Plans (previously called IEPs) with parents and each other. The plan will normally last for one term and will be reviewed at the end of this period to gauge progress made. Teachers keep a log of the provision made and the outcomes to track what works well for a child.

Once a young person is identified as having SEN this will be recorded on our database and any diagnosis on Edukey and data management system under SEN.

Sometime outside agencies are consulted for advice on how best to support a pupil’s needs. School works with a number of such services including:

- Educational Psychologists (EP)- both local authority and private
- Speech and Language Therapists- both NHS and private
- North Herts Education Support Centre, Primary Support Service (ESC)
- NHS CAMHs
- NHS GPs
- Advisory Teachers from Herts Local Authority (eg. for autism, physical or visual impairment etc.)
- School Nursing Team / NHS Staff eg. Paediatricians, Occupational Therapists etc.
- Families First workers / Social Workers
- Family Workers
- Local Authority Counselling Services- Safe Space,
- Charities who provide counselling and support- NESSie

- DSPL- Developing Special Provision Locally
- Other organisations such as Tune into ASD who provide mentoring

While the vast majority of learners will have their needs met by the graduated response described above, occasionally a pupil may require assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education and Health Care Plan (EHCP.) This is a legal document that records a young person's needs, both educational and health, and indicates intended outcomes to be worked towards. Health and Education Care Plans are reviewed yearly.

5 Managing Pupils who have SEN Support

Through managing SEN provision, we aim to strategically develop provision to match the current needs of pupils across the school and to insure the impact of that provision on pupil progress. The SENCO carefully monitors each individual's progress against a shared perception of desired outcomes as part of our Pupil Progress meetings with class teachers. We do this because it contributes to school improvement by helping to indicate areas for further staff development and by looking at outcomes, helps us to choose the most effective interventions for pupils to maximise progress. We also use the Hertfordshire SEN tool kit to help us to highlight areas for development.

The SENCO will also:

- Monitor the recording by class teachers of SEN Support and provision for all young people identified as needing SEN support using Edukey. This helps the SENCO to maintain an over view of programmes and interventions and provides a basis for monitoring over time of the implementation of provision.
- With the Headteacher, monitor pupil progress across the school for those with SEN, particularly if they have multiple vulnerabilities (for example if they are also Pupil Premium etc.)
- Advise staff on alternative intervention strategies if current ones are not best effective. Oversee the matching of provision to needs to achieve the agreed outcomes.
- Provide training for staff in making provision for those with SEN.
- Maintain suitable resources from the SEN budget to enable the agreed provision to take place.
- Decide when to refer to outside agencies if needed and make these referrals. Liaise with outside agencies and enable class teachers to act on their advice. Be aware of provision available locally.
- Work with our Family Worker to manage plans (eg- Early Help Module- EHM) for pupils who work with more than one outside agency and contribute to multiagency working with, for example health or social care.
- Assess effectiveness of interventions either against national research (eg. work of Education Endowment Foundation- EEF) or in the context of this school. Consider if current interventions and staff deployment provide best value for money and report this to the Headteacher who sets the budget.

- Evaluate the impact of provision for individuals, vulnerable pupils or the whole school and report on its effectiveness to the Headteacher.
- Liaise with parents and pupils about how provision is going against agreed outcomes. Also offer advice to parents on meeting their child's educational needs at home, for example with homework and listen to parents' views.
- Inform parents about the work of outside agencies and what the process will look like.
- Signpost parents to organisations, for example charities, Family Support Worker, School Nursing Team etc. who could support them in their parenting role or with their child's needs.

6 Criteria for No Longer Needing SEN Support

Once a pupil is making secure progress (over several terms) in their identified area of need and no new needs have become apparent, then a pupil will no longer need SEN support. This will be discussed with parents and the pupil prior to any decisions being made and outside agencies if they are involved. This does not mean that the young person will receive no support but that they will de-escalate back down the Graduated Response as described above. The school will continue to monitor through pupil progress meetings to ensure that the level of response matches the pupil's level of need.

7 Supporting Families

Parents can see what services are available in Hertfordshire by looking at the Local Authority's "Local Offer" which is available at www.hertfordshire.gov.uk/localoffer

On our school website we have our own school's local offer and an Information Report which answers some frequently asked questions for parents about SEN provision at this school. www.hartsfield.herts.sch.uk

Our school is part of a network of schools with other Baldock and local village schools. Collectively we employ a Family Support Worker (Mrs Nicki McGrinder), whose office is based at The Knights Templar School and can support our families. Parents can obtain contact details via our school office or from Mrs Dearn.

8 Admissions of pupils with SEN/Disabilities

We abide by the Local Authority Admissions arrangement and do not discriminate against pupils with SEN with regard to admissions (see our admissions statement on the website). We abide by the DfE guidance on supporting pupils in schools with medical conditions (2017) and will make all reasonable adjustments to do this. Recent guidance from DfE can be found at www.gov.uk Our policy about how we support pupils with medical needs is on our school web site.

9 Bullying of pupils with SEN /Disabilities

We promote positive behaviour for all within our school community. We do however recognise that those with SEN/D may be more vulnerable to bullying than their peers. Our

School Behaviour Policy outlines how we deal with bullying. A copy of this can be obtained on our website and reflects a whole school approach involving pupils, staff and parents. We publish data on bullying on our website annually. We are also especially careful to consider any safeguarding concerns with SEN/D pupils who may be additionally vulnerable or find communication difficult.

We recognise that pupils with sen may have additional vulnerabilities and so be more likely to be possibly affected by peer-on-peer bullying. We will guard against this, and always be mindful of possible peer-on-peer bullying when dealing with incidents involving SEN/disabled pupils.

We recognise that it may be difficult for children with complex SEN to disclose to us negative feelings or experiences. We aim to ensure that all children can have the time and opportunity to communicate in their own way.

10 Attendance for pupils with SEN/Disabilities

We recognise that having good attendance is vital for all children, but perhaps especially for those with SEN. Not only do pupils miss out on learning if they are absent, but they also miss out on social interactions with peers. Regular attendance is vital to maximise the benefit of planned intervention sessions as often these cannot be re-arranged.

11 SEN in a world with Covid

Everyone- staff pupils and their families- continue to have been affected in some way by the Covid-19 pandemic. The experience will be different for each individual and may change from day to day and across weeks as we adapt to changing circumstance.

It is very difficult to predict the long term impact of the Covid-19 pandemic on our children with SEN/disabilities. For some children, they have enjoyed the additional contact with parents at home, and have made progress through working on the personalised lessons that teaching staff provided for them remotely. For others, this was a very uncertain time and despite everyone's best efforts, they have regressed or stalled with their learning. We appreciate that SEN pupils may have been more adversely affected by spells of home education than any other group.

Should any further periods of home education be necessary for pupils with SEN/ disabilities we will always make remote learning available which is appropriate to the needs of the individual. Teachers will make bespoke provision for pupils who cannot access the class learning.

For younger pupils where they did not have the chance to develop their communication and social interaction skills in the usual way, we may need to add additional support for speech, language and social communications so that they can catch up with where they would otherwise have been.

12 Monitoring and Evaluating of SEN/ D

It is our school's practice to regularly and carefully monitor and evaluate the provision that we offer to all pupils. We believe this enables us to promote an active process of continual review and improvement of provision for all pupils.

This will include monitoring of the planning, implementation and outcomes of SEN provision; observations of teaching; pupil progress meetings; analysis of progress data for pupils; sampling of views of stakeholders and reporting on effectiveness and areas for development to the Headteacher and our SEN Governor.

13 Storing and Managing Information

Day-to-day documentation such as SEN Support Records are kept by the class teacher and shared with the Teaching Assistants in that year group who work with a particular child. Outside agencies' reports are also held by the class teacher to assist them in planning for provision. Provision is stored digitally on our provision management system, Edukey Provision Map, so that it is easily accessed by teachers and shared with parents digitally in a secure way. These records are passed onto the pupil's new teacher each September and full discussion of needs occurs. We will ask for parental permission before sharing records with an outside agency. When a child leaves our school, we pass these records to the new school. Many secondary schools now also use Edukey so we can transfer these digitally. We are mindful of the confidentiality of these records and abide by our confidentiality policy. Any records regarding issues of child protection are kept by Mrs P Smith who is our Designated Senior Lead (DSL) for safeguarding.

14 Accessibility

We abide by our duty to make our school increasingly accessible. Our Equality Policy and Accessibility Plan is available on our website. We constantly aim to improve the physical environment of the school, remove barriers to access and make our curriculum accessible for all. It is our usual practice to make written information available in enlarged format when required. Parents are invited to share their requirements under the Disability Act with us for themselves and their child when they enter the school. The SENCO oversees all matters to do with accessibility within the school.

We have a rolling 3-year Accessibility Plan to make our building and teaching increasingly accessible to all. This is available on our website. Subject leaders plan for increasing improvements to their curriculum provision to match the needs of SEND pupils.

15 Complaints

If a parent of child is unhappy about the provision made for the young person's special educational needs, then a conversation should be had with the class teacher in the first instance. If this does not resolve issues then they should speak to Mrs Dearn, the SENCO. In the unlikely event that matters still remain unresolved the Headteacher, Mrs P Smith,

should be contacted. If this is still felt unsatisfactory, then parents can contact Mrs S Chrimes, Chair of Governors, via the school office.

The school complaints policy is available in full on our website or from the school office in paper form.

<https://www.hartsfield.herts.sch.uk/attachments/download.asp?file=47&type=pdf>

16 Reviewing the Policy

This policy will be reviewed on an annual basis

17 Appendix : Useful Websites

The Local Offer of support made by Hertfordshire Local Authority:

www.hertfordshire.gov.uk/localoffer

Our school website gives our school's local offer, an Information Report and our Equality Policy: www.hartsfield.herts.sch.uk

Details on how schools support pupils with medical conditions can be found at:

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions

Our own school's policy on supporting pupils with medical needs is on our website.

[More information on wellbeing and mental health is available on our website](http://www.hartsfield.herts.sch.uk/page/?title=Mental+Health+and+Wellbeing&pid=244)

<http://www.hartsfield.herts.sch.uk/page/?title=Mental+Health+and+Wellbeing&pid=244>