



HARTWELL PRIMARY SCHOOL
A Church of England Academy

SEND Policy

Incorporating
Special Educational Needs and Disability Information Report

in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

[Information pertaining to the SEN Information Report can be found under blue headings](#)

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Review date: Autumn 2023

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SEND POLICY FOR HARTWELL PRIMARY SCHOOL

1. Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Health and Care Act 2022

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)

This policy 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'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- Behaviour Policy
- Collective Worship & Values Policy
- Pupil Premium Policy

2. Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities, through quality first teaching, for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need and Disability might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs and disabilities.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and disabilities and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs and disabilities have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

3. Statement of Intent

We believe that all pupils are entitled to an education that enables our learners to achieve their best, become confident learners living fulling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principle 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.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' 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 pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes 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 that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- 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.

The key aims of our SEND policy and practice in this school are:

- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision which is matched to the learners needs.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners and gain expertise in areas where gaining further information about a pupil would help enhance our provision.
- To make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school’s policy for pupils with SEND.

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The name and contact details of the SEN co-ordinator.

Mrs Tracy Aldous

SENDCO@hartwell.northants-ecl.gov.uk

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role).

The name and contact details of the Ethnic Minority Achievement

co-ordinator.

Mrs Tracy Aldous

SENDCO@hartwell.northants-ecl.gov.uk

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The name and contact details of the Designated Teacher for Looked After Children

Mrs Jac Johnson

head@hartwell.northants-ecl.gov.uk

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with SEND and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The kinds of Special Educational Needs which are provided for in our school.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with additional needs in:

- **Cognition and Learning** (including General and/or Specific Learning Difficulties);
- **Communication and interaction** (including Autistic Spectrum Disorders and Speech Language and Communication Difficulties);
- **Social and Emotional Mental Health** (SEMH – includes pupils who may seem withdrawn, reluctant to attend school or those who display low level disruptions or severe outbursts at times.)
- **Sensory and Physical** (Includes visual and hearing impairments those pupils who require a wheelchair or other aids to manage mobility as well as sensory processing difficulties which need regular input to regulate levels.)
- **Medical Needs** (Include those which may necessitate supervision or support for medication needs at specific times e.g. medication, diet, toileting or access to small equipment to manage situations and difficulties.)

In admitting pupils with special educational needs and disabilities, we would expect to have informative discussions with both the pupil's family, the pupil themselves where appropriate,

as well as local authority and previous settings, to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a specialise provision. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

4. Definitions

For 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.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

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

Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and Learning

Pupils with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) 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 (SEMH) difficulties.

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or Physical Needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some 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

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not

their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

5. Identification, Provision and Monitoring of SEND

How our school identifies children with SEND and their needs; approaches to teaching and support within the new curriculum (2014); how adaptations are made to the curriculum and learning environment of children and young people with SEND; evaluation of effectiveness and impact.

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality teaching that is differentiated and 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. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEN Code Of Practice (2014 : Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

6. STAGE 1: First Steps

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching and develop a ‘lifelong love of learning’.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils’ identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LA, external agencies and Ofsted about resource deployment.
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

7. Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, accelerated reader scores and other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).
- Following-up parental concerns.
- tracking individual children's progress over time.
- liaison with feeder nurseries on transfer.
- information from previous schools.
- information from other services.
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

8. Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching.
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- individual class support / individual withdrawal.
- bilingual support/access to materials in translation.
- further differentiation of resources.

9. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- intervention and classroom observations by the SENCO, EMA co-ordinator and senior leaders.

- ongoing assessment of progress made by intervention groups.
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO/EMA co-ordinator.
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets.
- pupil progress tracking using assessment data (whole-school processes).
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the SENCO/EMA co-ordinator and the head teacher.
- head teacher's report to parents and governors.

10. Stage 2 Additional SEND Support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.

- Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our IEPs will be based on informed assessment and will include the input of outside agencies where appropriate
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited – at (least) termly review, there will be an agreed “where to next?”
- Our IEPs will have a maximum of five short / medium term SMART targets set for or by the pupil and will include a target to help develop better learning behaviours and knowledge of metacognition, at the appropriate level.
- Our IEPs will specify how often the target(s) will be covered.
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through:
 - Discussion between teacher and SENCO
 - Discussion with parents/carers and pupil
 - Discussions with other professionals where deemed necessary (after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO and will be in line with the schools four-part assessment cycle- assess, plan, do, review. The process is as follows:
 - **Assess:** establishing a clear assessment of the pupil’s needs
 - **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
 - **Do:** implementing the agreed interventions and support
 - **Review:** analysing the effectiveness of the interventions and their impact on the pupil’s progress in line with the agreed review date

11. Stage 3 Education Health and Care Plan

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

- Pupils with an EHCP will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Parent contribution to getting the targets right in the initial Draft EHCP is imperative and we will do all we can to accommodate meetings with parents to facilitate this. Gaining

pupil voice will also feature strongly in this process, where appropriate and in the most appropriate manner, to ensure that long term aims are agreed by all relevant stakeholders.

- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

12. Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centering on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

13. Engagement Model

The engagement model will be used as an assessment tool to support pupils who are working below the level of national curriculum and who are not engaged in subject-specific study. This applies to children whose needs are usually described as having severe or profound and multiple learning difficulties, and require an Education Health and Care Plan.

Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English Language comprehension and reading, English writing and Mathematics. The pre-key stage standards must be used for statutory assessment at the end of KS1 or KS2 for pupils who are working below and engaged in subject-specific study.

The engagement model identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the

prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

'The engagement model' (Standards and Testing Agency, 2020)

The class teacher effectively uses the engagement model alongside the SENCO based on regular observational assessment and reflective pedagogy. Progress is mapped through the children's establish of each area of engagement.

The five areas include:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

A combination of formative and summative assessment will be regularly used throughout the year and children assessed using this model will be reported to the Department for Education (DFE).

14. Roles and Responsibilities

The Governing Board

- Ensuring that this policy is implemented fairly and consistently across the school
- Ensuring the school meets its duties in relation to supporting pupils with SEND
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Policy, showing how the school intends to progressively improve access over time.

- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, 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 Policy on the school's website.
- Ensuring that the complaints procedures which, along with details about appealing to the SEND tribunal, are followed and known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

Headteacher

- Ensuring that the school offers a broad and balanced curriculum, with high quality teaching and a positive enriching educational experience for all pupils, including pupils with SEND.
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.

- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.
- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and Ethnic Minority Achievement Co-ordinator.
- The headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system.
 - Maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO).
 - Pupil progress meetings with individual teachers.
 - Regular meetings with the SENCO/EMA Co-ordinator.
 - Discussions and consultations with pupils and parents.
 - Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality.
- To ensure that the school works effectively in partnership with parents, carers and professionals , to identify the additional needs and SEND of pupils, providing support and adaption where appropriate.
- To ensure that the school fulfils its statutory duties with regard to the SEND code of practice.

Special Educational Needs and Disabilities Coordinator (SENCO)

In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans.
- Co-ordinating provision for children with special educational needs including those with EHC plans.

- Liaising with and advising teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs and Disabilities in line with the school's Data Protection Policy.
- Contributing to the in-service training of staff (i.e. SEND Gateway)
- Implementing a programme of Annual Review for all pupils with a Educational Health and Care Plan.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require more significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- Liaising and consulting sensitively with parents and families of pupils on the inclusion register at Stage 2 or above, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners including early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required
- Supporting class teachers with online learning opportunities (i.e. Oak National Academy) to allow progression during COVID 19.
- Enabling remote delivery to be as effective as possible for children with an EHCP and supporting the transition before or after potential lockdowns/holiday periods
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

- The day-to-day operation and implementation of the SEND policy.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.

The DSL

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Ethnic Minority Achievement Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.
- In collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds.
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice.
- Managing other classroom staff involved in supporting ethnic/linguistic minorities.
- Overseeing the initial and on-going assessment records on all children with EAL.
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning.
- In collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum.
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- Attending EMA Co-ordinator network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners.

Class Teacher

Liaising with the SENCO/EMA co-ordinator to agree :

- Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on the provision map – but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's inclusion register. Some of these pupils may require advice/support from an outside professional and, therefore,

an Individual Education Plan to address a special educational need (this would include pupils with EHC Plans).

- Securing good provision and good outcomes for all groups of vulnerable learners by :
- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with special educational needs to be working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2015).
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Completing CPD and training as needed.

Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school’s generic processes for tracking the progress of all pupils.
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015).

How children and young people with SEN and Disabilities are enabled to engage in activities available with children and young people in the school who do not have SEN

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about metacognition in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Our first point of contact for emotional and pastoral support is the child's class teacher. Additional support is available through 1:1 or a small group environment as appropriate.

All children at our school are encouraged to follow the school's values. These values and behaviours are constantly reinforced through rewards in class; through class, key stage and whole school assemblies and the modelling by all staff at Hartwell Primary School. (See the behaviour policy for more information.)

The school has an Anti-bullying co-ordinator and an Anti-bullying Policy which is regularly updated in-keeping with new guidance.

The name and contact details of the Anti-bullying Co-ordinator is:

Mrs Jac Johnson

head@hartwell.northants-ecl.gov.uk

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCo will regularly attend local network meetings. The EMA Coordinator and Designated Teacher for LAC will attend local network meetings as appropriate.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Securing equipment and facilities to support children and young people with special educational needs.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Arrangements for consulting parents of children with special educational needs and involving them in their child's education

15. Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome and listened to and at the heart of the provision their child receives.

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child including termly parent meetings.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Information, Advice and Support service available as part of the Local Offer.
- Access to Early Help where it is deemed the issues in school are significant at home and the family require some targeted support.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Arrangements for consulting young people with SEND and involving them in their education

16. Involvement of Pupils – Pupil Voice

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about their own learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Have involvement in self-review of their progress and set new targets.
- (for some pupils with special educational needs) Monitor their success at achieving the targets on their Individual Education Plan.

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

- We seek to respond quickly to emerging need and work closely with other agencies including :
 - Partnership Team (formerly the Early Help Team)
 - CAMHS
 - Educational Psychology Service
 - Northamptonshire Information, Advice and Support Service
 - NCC Physiotherapy team
 - Local NHS services
 - Target Autism
 - Targeted Prevention Team
 - Education Entitlement Service
 - Specialist Support Service
 - Multi-agency safeguarding hub
 - Referral management centre
- In accordance with the SEN Code of Practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

[Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood \(effective transition\)](#)

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition plan including a timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and preparation sessions. Pupils will be included in all

class transition days to the next phase but may also be offered additional transition visits.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

17. Admission Arrangements

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

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

[Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.](#)

18. Transitions

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will 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 setting.

19. SEND and Exclusions

For details of SEND and exclusion, refer to sections 13 and 14 of the Exclusions Policy.

20. Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by the headteacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

[The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.](#)

(Please refer to our school's Safeguarding Policy for details of how we access the Early Help team and Multi-Agency Safeguarding Hub)

21. Links with Other Services

Effective working links will also be maintained with:

Education and Learning NCC

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/pages/default.aspx>

Information Advise and Support Service: Contact Number: 01604 364722

<http://www.iassnorthants.co.uk>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Northamptonshire's local offer can be found using the link below:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

22. Inclusion of Pupils with English as an Additional Language (EAL)

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'the Bell foundation's' EAL assessment framework for schools and then inclusion of the suggested targets in to the teachers everyday provision. Termly assessments will then take place.
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both the Bell Foundation assessment framework for EAL learners and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set from the assessment framework, and provision made on agreement between the class teacher and the EMA Co-ordinator or SENDCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

23. Inclusion of Pupils who are Looked After in Local Authority Care (LAC)

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability

- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical – resulting in attachment disorders
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school.
 - ensuring that children who are ‘looked after’ have access to the appropriate network of support.
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
 - ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals.
 - preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern).
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child’s social worker to ensure that there is effective communication at all times.
 - celebrating the child’s successes and acknowledge the progress they are making.

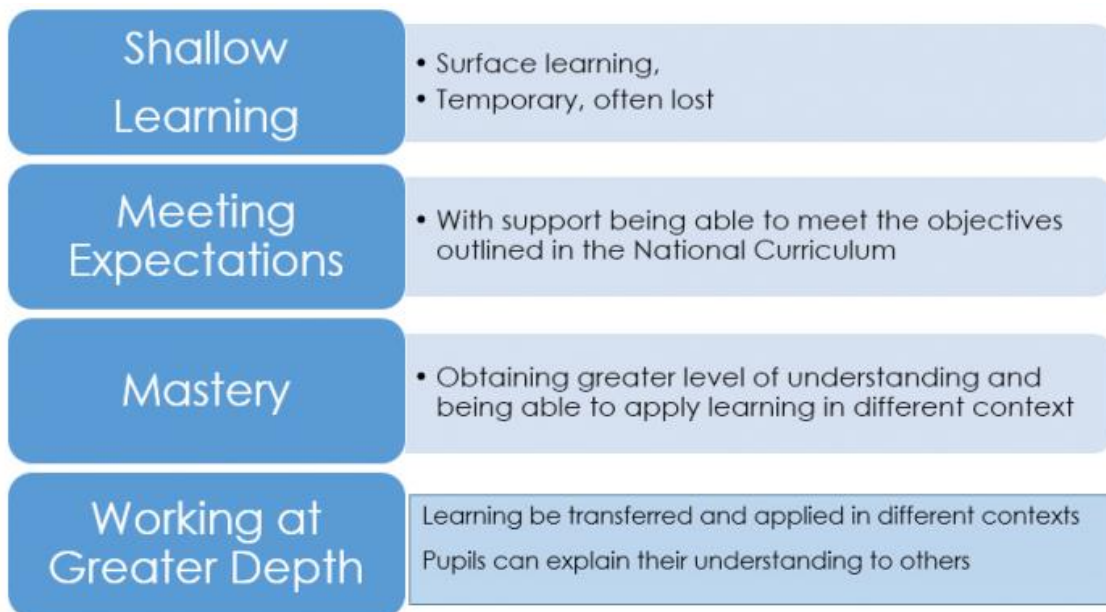
Our school will work closely with the county’s The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

24. Inclusion of ALL pupils, previously referred to as ‘High Achievers’ or ‘Gifted and Talented’

In September 2014, the new National Curriculum was produced for implementation in all maintained primary and secondary schools. Within this new curriculum lies ‘mastery’ in which progression is more focused on understanding and developing greater depth in the national curriculum than on mere progression to the next set of content.

The mastery pedagogy works on the principle that all learners, with effort, will meet their individual expectations. It works on the premise that quality first teaching, based on formative assessment, particularly great questioning, is key. Precise assessment, teaching that closes any gaps, thinking about ability differently are all part of the mastery pedagogy and all learners, regardless of ability, will receive teaching in this way to ensure maximum progress is achieved.

Below is a diagram, which seeks to clarify the concept of mastery within the curriculum:



The Characteristics of mastery and greater depth in the national curriculum could therefore be summarised as:

Independence	<ul style="list-style-type: none"> • Apply the skill or knowledge without recall to the teacher
Fluency	<ul style="list-style-type: none"> • Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	<ul style="list-style-type: none"> • Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	<ul style="list-style-type: none"> • Consistently use their skills, knowledge and understanding.
Synthesise	<ul style="list-style-type: none"> • Organise ideas to make connections with other areas of learning and new areas.
Re-visit	<ul style="list-style-type: none"> • Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	<ul style="list-style-type: none"> • Able to explain others their understanding and perhaps be a learning buddy to others

25. Confidentiality and publishing information

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.

- On the order of any court for 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 HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

The school will publish information on the school website about the implementation of this policy.

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

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

Appendix 1

SEND Legislation

From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans. To ensure that children and young people receive the support they need to return to school, we will not be issuing further notices to modify this duty unless the evidence changes. Our focus is now on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.

The temporary changes to the law on the timescales for EHC needs assessments and plans, which give local authorities and others who contribute to the relevant processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19), will expire as planned on 25 September 2020. Further information on the temporary changes to the law on EHC needs assessment and plan processes is available at [changes to the law on education, health and care needs assessments and plans due to coronavirus \(COVID-19\)](#).

We remain committed to listening to and working with local authorities, parent carer representatives and specialist SEND organisations, to ensure that the lifting of the temporary changes is managed in a way that supports the needs of children and young people with SEND.

Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed, as a reasonable adjustment to support a disabled child to return successfully to school.


Risk assessments for children and young people with education, health and care plans (EHC)

Following the partial closure of educational and childcare settings from March 2020, we asked local authorities to consider the needs of all children and young people with an education, health and care plan and to carry out a risk assessment. Local authorities were asked to work with schools and parents or carers, to determine whether children and young people would be able to have their needs met at home and be safer there than attending a school.

Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.

Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term. They should also contact and involve young people over 16 who have education, health and care plans. That might include visits to the school, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

Appendix 2: Education Endowment Foundation 'Quick Guide' to SEND

<p>1</p> <p>Create a positive and supportive environment for all pupils, without exception</p>  <ul style="list-style-type: none"> = An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: <ul style="list-style-type: none"> = promote positive relationships, active engagement, and wellbeing for all pupils = ensure all pupils can access the best possible teaching; and = adopt a positive and proactive approach to behaviour, as described in the EEF's <i>Improving Behaviour in Schools</i> guidance report. 	<p>2</p> <p>Build an ongoing, holistic understanding of your pupils and their needs</p>  <ul style="list-style-type: none"> = Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. = Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. = Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. 	<p>3</p> <p>Ensure all pupils have access to high quality teaching</p>  <ul style="list-style-type: none"> = To a great extent, good teaching for pupils with SEND is good teaching for all. = Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess. = The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies as they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> = flexible grouping = cognitive and metacognitive strategies; = explicit instruction; = using technology to support pupils with SEND; and = scaffolding. 	<p>4</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p>  <ul style="list-style-type: none"> = Small-group and one-to-one interventions can be a powerful tool but must be used carefully: ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. = High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. = The intensity of intervention (from universal to targeted to specialist) should increase with need. = Interventions should be carefully targeted through identification and assessment of need. = Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <i>Getting Evidence on What Works: A School's Guide to Implementation</i>. 	<p>5</p> <p>Work effectively with teaching assistants</p>  <ul style="list-style-type: none"> = Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. = TAs should supplement, not replace, teaching from the classroom teacher. = The EEF's guidance report <i>What Works Best: Use of Teaching Assistants</i> provides detailed recommendations.
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