



## Hookstone Chase Primary School

### Special Educational Needs and Disabilities Policy

*Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Respect. Creativity & Innovation.  
Character Development & Life Skills.*

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## 1.0 What documentation have we used to help in writing our SEN policy?

This policy complies with the statutory requirements laid out in the SEND Code of Practice (0 – 25 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education Feb 2013
- SEND Code of Practice 0 – 25 2014
- Children and Families Act 2014
- National Curriculum 2014
- Teacher standards 2012
- School's Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51)
- Medical conditions policy, including the administration of medicines
- Anti-Bullying policy

### 1.1 Who has been involved in creating and writing this document?

It has been developed through consultation with all staff members and governors at Hookstone Chase Primary School. This policy has been written by Miss Helen Holmes (Special Educational Needs and Disabilities Co-ordinator).

Miss Vivien Watson, the **Head Teacher**, is the **Designated Safeguarding Lead** for child protection at our school.

Miss Helen Holmes is the **Special Educational Needs and Disabilities Co-ordinator (SENDCo)** at our school.

Miss Janet Peacock is the **Pastoral Manager** at our school.

Mrs Victoria Fisher is the **SEN Governor** at our school.

To contact school please telephone: 01423 886026

School's website address: <http://www.hookstonechaseprimary.co.uk/>

To email a member of the SEN team, please use: [admin@hookstonechase.n-yorks.sch.uk](mailto:admin@hookstonechase.n-yorks.sch.uk) and the message will be forwarded onto the relevant person.

The **North Yorkshire Local Offer** provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It exists to help families, individuals, groups and organisations find information so they have more choice and control over the support they receive. Information about the Local Authority Offer can be found at : <https://www.northyorks.gov.uk/send-local-offer>

### 1.2 What are the visions for Hookstone Chase Primary School and our children?

- Moving forwards together, we embrace change, continue to learn and achieve high expectations.
- Our children know that they are safe and cared for and are encouraged to achieve their personal best.

- To equip children with positive attributes and help them to embrace diversity, value themselves and the world.
- To provide inspirational learning experiences that will ignite sparks within the children and enable them to achieve and be successful.

### 1.3 What are the aims for Hookstone Chase Primary School and our children?

Hookstone Chase is fully committed to providing every child with access to a broad and balanced inclusive curriculum to ensure the best progress for all our pupils. Our aims are to:

- Provide equal opportunities for all;
- Eliminate discrimination;
- Establish a team approach between school, home and outside agencies;
- Support all pupils to reach their full potential;
- Develop respect for all and an appreciation of differences.

In the context of Special Educational Needs and Disability, our aims are:

- To create a rich learning environment with a caring ethos for all children;
- To ensure that all children's learning needs are identified, assessed and provided for;
- To support children to enable them to work independently and consistently;
- To enable all children to have full access to all elements of the school curriculum;
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Inclusion policy providing support and advice for all staff working alongside children with special educational needs;
- To ensure that all staff are fully trained and equipped to meet the needs of every child;
- To monitor regularly the effectiveness of interventions.

## 2.0 What are the roles of staff in regards to Special Educational Needs at Hookstone Chase Primary School?

### 2.1 The Class Teacher

The class teacher must always be the first person in school who you discuss any concerns about your child with.

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (such as targeted work, additional support and interventions)
- Letting the Special Educational Needs/Disability Coordinator (SENDCo) know about the additional provision being put in place.
- Writing personalised Provision maps, sharing and reviewing these with parents at least once a term and planning for the next term.
- Personalising their teaching and support for your child as identified on Provision Map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

- Maintaining regular communication links with parents and carers in regards to their child's support in school.

## 2.2 The Special Educational Needs Coordinator (SENDCo)

The SENDCo, Miss Helen Holmes, is responsible for:

- Developing and reviewing the school's SEND Policy
- Co-ordinating the support for children with special educational needs (SEND)
- Ensuring that parents are:
  - Involved in supporting their child's learning through good communication links with the class teacher.
  - Kept informed, by their class teacher, about the support in place for their child.
  - Involved in reviewing their child's progress with class teachers.
- Liaising with all external professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologists, Occupational Therapy etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in the school are known).
- Ensuring that records of your child's progress and needs are monitored and reviewed regularly (termly), stored securely and kept up to date.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to make their best possible progress.

The SENDCo will be supported by:

- The Pastoral Manager;
- All teaching staff, who carry out the SENDCo role in their own class;
- Associate staff who work with pupils either in a 1:1 or in small groups;
- External Agencies and Professionals.

## 2.3 The Head teacher

The Head Teacher, Miss Vivien Watson, has responsibility for:

- The day to day management of all aspects of the school's work, including provision for the children with SEND.
- meeting with the school SENDCo, Miss Helen Holmes, to oversee provision and discuss current issues.
- reporting to Governors and raising SEND issues.

## 2.4 The SEN governor and the governing body

The Governing Body and the SEN Governor, Mrs Victoria Fisher, in co-operation with the Head Teacher, are responsible for:

- The school's general policy and approach to provision for all the children and maintains a general overview of the school's work. The SEND governor has a remit to be a critical friend to the school.
- Making sure that the necessary support is given for any child who attends the school, and who has SEND.

- Liaising with the SENDCo, Head teacher and full Governing Body about all issues related to SEND.

### 3.0 How do we identify a child's needs in school?

Class Teachers, the SENDCo, parents, carers, the child and external professionals will work together to identify the child's needs through a detailed analysis of:

- The teacher's assessment and experience of the child;
- The information on pupil progress, attainment and behaviour;
- The individual's development in comparison to their peers;
- The views and experience of parents;
- The child's own views;
- Advice from external support services.

The action that the school needs to take to support children will take into account the four broad areas of needs and the whole child, but will not aim to fit a child into a category.

These areas of need are:

- Communication and interaction (C&I);
- Cognition and learning (C&L);
- Social, emotional and mental health (SEMH);
- Sensory and/or physical (S&P).

### 3.1 What is the government's definition of Special Educational Needs and Disabilities?

Below are the definitions of Special Educational Needs and Disabilities as laid out in the Children and Families Act 2014, section 20.

**Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or,
- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The following are not considered a special educational need but may still have an impact on a child's progress and attainment:

- Disability (however the school will ensure it follows the statutory guidance on 'reasonable adjustments' set out in the Disability Equality legislation to ensure all children are able to access their education);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- In receipt of a pupil premium grant;
- A looked after child;
- Most able, gifted and talented pupils;
- Being a child of a serviceman/woman.

Behaviour is not recognised a special educational need, although it can be indicative of an unmet need. This is not an exhaustive list and other groups may also be considered vulnerable to underachieve.

## 4.0 How do we identify a special educational need in a child?

### 4.1 First Quality Teaching

All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or a specialist teacher.

All children will have access to high quality teaching in all classes which is differentiated for individual children to meet their needs, whether they have a special educational need or not.

The policy sets out the belief that additional intervention and support cannot compensate for the lack of good quality teaching. All children's progress and attainment is regularly and carefully reviewed along with the quality of teaching they receive. The review includes analysis of and support for improving a teacher's understanding of strategies to identify and support vulnerable children and their knowledge of SEN most frequently encountered.

## 4.2 Assess, plan, do and review

Where children's learning does not respond to this high quality teaching then the class teacher will take the following steps:

1. Assess
2. Plan
3. Do
4. Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### 4.21 Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted, taken seriously and compared with the school's information and assessment data on how the pupil is progressing.

This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developed and appropriate. Where external staff are already involved with a pupil, their work will provide a supplementary view. Where they are not involved they may be contacted by school, if this is deemed appropriate, following discussion and agreement with parents.

### 4.22 Plan

Planning will involve consultation between the teacher, the SENDCo and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, to reinforce or assist with progress at home.

All those working with the pupil, including support staff will be informed of their individual needs and the support that is being provided. This will include teaching strategies and approaches that are being employed and the outcomes that are being sought.



#### 4.23 Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one to one teaching away from the main class environment. They will work closely with the teaching assistants and plan and assess the impact of support and interventions held away from the classroom setting.

The class teacher continues to further assess the pupil's strengths and weaknesses and the SENDCo will be on hand to provide effective support and advice on an ongoing basis.

#### 4.24 Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with the parents and the pupil.

These plans and outcomes will be reviewed each term with the teacher, SENDCo, parents/carers and child (age appropriately). Where it is felt necessary and beneficial to achieving better outcomes for the child, further advice will be sought from external agencies and professionals to provide further support for the child to achieve the set outcomes for them.

## 5.0 How do we manage children on the Special Educational Needs (SEN) register?

A child will be placed on the SEN register when they require additional and different support alongside quality first teaching and after a cycle of assess, plan, do and review. Before a child is placed on the SEN register, a meeting will be had between parents and the class teacher to discuss the support in place and the progress of the child in line with the national curriculum. Once in agreement, the child will then be placed on the SEN register.

All children on the SEN register will have a Pupil Profile and Target Sheet, produced by their class teacher, detailing their needs, expected outcomes, strategies to be used and review of their progress. At all stages of the process, the views, the wishes and the feelings of the parents, carers and child will be actively sought and included in any decision making.

The class teacher will assess, plan for, teach and review children's SEN support and document this on the child's Pupil Profile and Target sheet. Within the field of SEN Support, where outside agency advice and involvement is required, the class teacher will be supported by the SENDCo.

The SENDCo will maintain the school's SEN Register and Provision Map in conjunction with the class teachers and will review these documents termly.

If, during a review of the Profile and Target sheet, it is identified that the child needs more targeted and additional support, the SENDCo will seek to engage support from specialist services from sources outside of the school, with permission and support from parents and carers.

Our school enjoys positive relations with a range of external support agencies including the Speech and Language Service, Specialist Inclusion Services, Educational Psychology Service and Early Help services.

Additionally, parents will also be referred to SENDIASS, whose aim is to ‘inform, assist, support and enable parents or carers of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child.’

More information is available by following the link of the North Yorkshire SEND website:  
<http://sendiassnorthyorkshire.co.uk/>

## 6.0 What is the process of making a referral for an Education, Health and Care Plan (EHCP)?

If a child has a lifelong or significant difficulty, they may undergo an Education, Health and Care Assessment Request (ECHAR) which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child is such that a multi-agency approach to assessing need and identifying provision is required.

The decision to make a referral for an ECHAR will be taken at a progress review following **two cycles of Assess, Plan, Do and Review**. The application for an Educational, Health and Care Plan (EHCP) will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENDCo
- Social Care
- Health Care professionals
- Speech and Language specialists
- Educational Psychologists

A profile of need will be identified by using the Resource Allocation Documents with parents and staff to identify the child’s banding level. Information will be gathered relating to the current provision provided, any targets set and their progress towards those. A decision will be made by a group of professionals from education, health and social care about whether the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to apply for an EHCP and may seek support from the SENDIASS team based at North Yorkshire County Council (link to the SENDIASS website can be found in Section 5.0)

If it is decided that a pupil’s needs are not being met by the support which is ordinarily available from school, then an EHCP will be provided by North Yorkshire County Council. The school and the child’s parents will be involved in developing and producing the plan as well as all other agencies involved.

Once the EHCP has been agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by all those involved with the child. The annual review enables provision to be evaluated and maintained at the appropriate level and with the appropriate focus, reducing or increasing the level of support as required.

## 7.0 How do we ensure that all children have access to the curriculum?

All pupils at Hookstone Chase have access to a broad and balanced inclusive curriculum to ensure best progress for all our pupils. The Head Teacher and Senior Leadership Team ensure that the curriculum allows for inclusivity, including learning outside the classroom.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for all staff on the subject of SEND and SEND teaching are provided and via the Enhanced Mainstream School (EMS) attached to Hookstone Chase to ensure up to date support for all pupils. The School SENDCo and SENDCo Administrator attend regular SENDCo Network meetings to ensure up to date awareness across all areas of SEND.

## 8.0 How do we evaluate the success of our provision?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of informal discussion and through progress meetings with parents. Parents of children on the SEND register will be invited to meet with the Class Teacher termly to discuss the progress and provision for their child. Parents of children with EHCPs will be invited to meet termly with the SENDCo to receive an update and discuss progress and next steps.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on Provision Map which is updated when the intervention is changed or updated. This is kept up to date by the Class Teacher and is monitored by the SENDCo.

All interventions are monitored and evaluated termly by the SENDCo and information is fed back to staff, parents and governors. This helps to identify which provision is most effective. Pre and post evidence based assessments are carried out for all interventions by school or external agencies.

## 9.0 How do we work in partnership with parents/carers?

Hookstone Chase Primary School believes that a close working relationship and open communication with parents is vital to ensure

1. Early and accurate identification and assessment of SEND leading to appropriate intervention
2. Continuing social and academic progress of children with SEND
3. Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Hookstone Chase Primary School has a pastoral manager who is available to meet with parents to discuss any concerns and offer direction and support as appropriate.

If necessary, parents may also be signposted to the local SEND Information, Advice and Support Service should more general advice and guidance be required.

## 10.0 How do we provide accessibility for pupils with disabilities?

The school has accessibility plans and strategies to ensure that children with a disability have access to the physical environment, for example there are ramps around the school building to enable access all

areas of the school and playground. Disabled facilities include two disabled toilets with specialist adaptations for toileting and a changing area with a modesty screen.

Children have full access to the school curriculum and modifications are made to ensure inclusion, for example using radio aids to enable children with hearing impairments to hear and access whole class teaching.

Further details of provision can be found in the school's Local Offer.

## 11.0 How do we support children with medical needs?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with the duties under the Equality Act 2010.

Some may also have special educational needs and they may have an EHCP; this brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice 2014 and the school's policy on supporting children with medical conditions will be followed.

## 12.0 How do we support children with English as an additional language (EAL)?

EAL pupils are not considered to have a Special Education Need. The school welcomes the enrichment that linguistic and cultural diversity brings to the school. Pupils with EAL will have full access to provision, and where necessary additional support will be given to improve the acquisition of English. This is monitored on a termly basis by the school SENDCo until the pupil is assessed by their teacher as achieving National Curriculum Level 1 or equivalent.

Provision will be recorded and monitored using the school's provision map for children vulnerable to underachieve. Some children with EAL may also have special educational needs and these will be met through the main section of this policy.

## 13.0 How do we support children who are looked after?

The term Children Looked After (CLA) refers to children who are looked after by the State / in foster care. Children who are looked after have the same rights as all children but may have additional needs.

The designated teacher for CLA is Miss Vivien Watson.

Provision will be recorded and monitored using the school's provision map for children vulnerable to underachieve. Children Looked After will have a Personal Education Plan (PEP) that will be reviewed at least every six months. The school will work with other agencies, this includes the Virtual School for Children which promotes the educational needs of Looked After Children.

## 14.0 How do we support and develop our most able, gifted and talented pupils?

Most Able, Gifted and Talented pupils will be identified by class teachers and relevant provision will be put in place. Enrichment and extension work is provided by all teachers in all classes as part of normal differentiated provision. Children will, for example, be given opportunities to develop higher order thinking skills and enrichment activities to broaden their learning.

## 15.0 How does the school use the Special Educational Needs Funding?

The head teacher and the SENDCo meet annually to agree on the most effective use of notional funds, as well as top up funds directly related to EHC Plans. The head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

## 16.0 How do we support children with transition between classes and secondary school?

We aim to make transition as smooth as we can for all our children, particularly our children with SEN. All the SEN information we hold is passed onto our partnership secondary schools for our Year 6 children. The receiving schools are also invited to both annual reviews and IEP reviews during Year 6 and further information is shared if this is felt to be necessary. Extra visits to secondary schools can also be arranged for particularly vulnerable children.

## 17.0 How do we support children when bullying occurs?

If a form of bullying occurs then the school will follow its Anti-Bullying Policy Steps are taken to ensure and mitigate the risk of bullying of vulnerable learners, for example through PSHE lessons, assemblies, Anti-Bullying week.

## 18.0 What should you do if you have a concern or complaints about provision for your child?

Should you have a complaint we would ask that initially:

- a) The class teacher and SENDCo are informed and a discussion would take place with the parents about the nature of any complaint and possible solutions.
- b) If the parents have concerns that cannot be directly dealt with the class teacher, then the Head Teacher will be informed and a plan drawn up with all relevant parties to overcome the problem.

- c) Should the parents still have concerns about their child they will be advised to consult the school Complaints Policy where next steps are highlighted to advise parents. Further details about the complaints policy can be found on the school website.

## 19.0 How do Hookstone Chase Primary School allocate spaces for children beginning or entering our school as a new admission?

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

## 20.0 How do Hookstone Chase Primary School ensure effective and secure protection of data?

The school has taken steps in order to meet the General Data Protection Regulations (May 2018) by:

- Ensuring Pupil profile and targets sheets and individual provision maps are hosted by Edukey, which is a password protected and encrypted service.
- Storing the SEN register on an encrypted and password protected device.
- Sharing any referral information (applications, assessments, reports) using the secure intranet and Egress (data protection tool) and is downloaded to a pupil's individual file on CPOMs. This online resource is password protected using two-step verification.
- Ensuring all supporting documentation e.g. work or notes made about a pupil to inform staff about progress or needs will be scanned onto Provision Map or will only have child's initials and year group as identification.
- Ensuring the SENDCo uses an encrypted email system through which to send sensitive documents.