



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 Ann Wheatcroft, the **Interim 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 Leader** at our school.

Ms Maxine Watkinson 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 the SENCO, please use: admin@hookstonechase.n-yorks.sch.uk and the message will be forwarded onto her.

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 and values for Hookstone Chase Primary School and our children?

Our visions

- 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.

Our values

- Being kind
- Being your best
- Being together
- Being adventurous
- Being healthy

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;
- Ensure that all children's learning needs are identified, assessed and provided for;
- Support children to enable them to work independently and consistently;
- Enable all children to have full access to all elements of the school curriculum;
- 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;

- Ensure that all staff are fully trained and equipped to meet the needs of every child;
- 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 Individual Education Plans (IEPs), 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 their IEP.
- 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 Leader;
- 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 Ann Wheatcroft, 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, Ms Maxine Watkinson, 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);
- Physical, medical and/or sensory (P, M & S).

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.

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

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 associate 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 are regularly and carefully reviewed along with the quality of the teaching they receive. These reviews include analysis and support for improving a teacher's understanding of a range of strategies which identify and support children who have a special educational need and those who are vulnerable.

Regular training and learning opportunities for all staff on the subject of SEND and teaching strategies are provided to ensure up to date support for all pupils. The SENDCo and Pastoral Leader regularly attend SENDCo Network meetings, arranged by the local authority, to ensure up to date awareness across all areas of SEND regionally and nationally. The SENDCo also attends the Northern Stars Academies Trust (NSAT) SENDCo network meetings to discuss training and sharing of information pertaining to SEN across the trust.

4.2 Assess, plan, do and review

When children's learning does not respond to 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.

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 associate 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 1:1 teaching away from the main classroom environment. They will work closely with 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 in a fortnightly meeting with class teacher and associate staff 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.

It will also take account of the views of the pupil. 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.

Where external professionals are already involved with a pupil, their work will provide a supplementary view. Where they are not involved they may be contacted by school through a referral process, if this is deemed appropriate, following discussion and agreement with parents.

These plans and outcomes will be reviewed each term with the teacher, parents/carers, child (age appropriately) and SENCO (if appropriate).

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 1 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 an IEP, 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, wishes and feelings of parents, carers and child will be actively sought and included in any decision making.

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

During this process, parents will be referred to the Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS). SENDIASS' 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.' They can be contacted by parents and carers to answer any questions they may have about the EHCP application that has not already been answered by the SENDCo.

More information is available by following this link: <http://sendiassnorthyorkshire.co.uk>

A profile of need will be identified using North Yorkshire County Council's Resource Allocation Documents with the SENDCo, parents and teaching staff to ascertain the child's level of need.

Information will be gathered relating to the current provision provided, any targets set and their progress towards those as well as historical SEN data. The SENDCo will then complete the EHCAR document and submit it to the local authority.

A decision will then be made as to whether to assess your child for an EHCP. This will be decided by a group of external professionals from education, health and social care. If the decision is made to not assess your child, parents/ carers have the right to appeal and may seek support from SENDIASS as well as school.

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 annually, or sooner if needed, by all professionals involved with the pupil. 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, Leadership Team and Subject leaders 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.

8.0 How do we provide accessibility for pupils with disabilities?

The school has accessibility plans and strategies to ensure that a child with a disability has access to the physical environment. For example, there are ramps around the school building to enable access to all areas of the school and playground. Other facilities include two disabled toilets with specialist adaptations for toileting and a changing area in our Early Years setting with a modesty screen.

All children have full access to the school curriculum and modifications are made by class teachers, with support from the SENCO, to ensure inclusion. For example, using radio aids to enable children with hearing impairments to hear and access whole class teaching. School always seek professional support with environmental audits of classrooms to ensure full access for all children. This advice has been sought in the past from Deaf Children Yorkshire,



Occupational Therapists and the Medical Team amongst other professionals working with school.

Further details of provision can be found in the school's SEND information report. Click on this link to find the report: <https://www.hookstonechaseprimary.co.uk/about-our-school/send/>

Additional information regarding arrangements for the admission of children with disabilities can be found on our Accessibility Plan on our school website under 'Our Policies' section.

9.0 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.

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

EAL pupils are not considered to have a special educational 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 in line with their peers.

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.

11.0 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.

12.0 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.

13.0 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.

14.0 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.

15.0 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 PSCH lessons, assemblies, Anti-Bullying week.

16.0 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.

17.0 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.

18.0 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.