

Harrow Lodge Primary School



SEND POLICY

Special Educational Needs & Disabilities

REVIEWED:	Autumn 2024
APPROVED (T&S):	Spring 2025
EFFECTIVE PERIOD:	Spring 2025-Spring 2026
DUE FOR REVIEW:	Autumn 2025
RESPONSIBLE PERSON(S):	MRS S BOYES

SIGNED BY CHAIR OF GOVERNORS



Harrow Lodge Primary School

POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

AIMS

Our SEND policy aims to:

Set out how our school will support and make provision for pupils with special educational needs and disabilities

Explain the roles and responsibilities of everyone involved in providing pupils with SEND

Vision and Values

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines;
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;

- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

The policy complies with section 19 of the Children and Families Acts, 2014, and is written with reference to inclusive education under:

- Equality Act, 2010 (updated 2015)
- SEND Code of Practice 0-25, 2014 & 2015
- The Children and Families Act, 2014
- Statutory guidance on supporting pupils at school with medical conditions, 2014 (updated 2017)
- Safeguarding Policy
- Teachers Standards, 2012 (updated 2021)

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

The SEND Governors

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head Teacher

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Responsible Person Name: Mrs Boyes

The school has informed the LA that, when the LA concludes that a pupil at the school requires an Education, Health and Care Plan, they should inform Mrs S Boyes who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

Class Teachers

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

SPECIAL FACILITIES

See school's Accessibility Plan

DEFINITION AND IDENTIFICATION OF SEND

Harrow Lodge Primary School uses recommendations within the Code of Practice to define special educational needs and disabilities as being where a pupil has any of the following:

- a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age
- a learning difficulty or disability which calls for special educational provision to be made, including significant social and emotional barriers to learning.

Provision for meeting special educational needs is defined as pupils requiring resources that are additional to or different from that made for other children of that age.

Disabilities both hidden or visible are recognised and we are committed to identifying these disabilities, any disadvantages they bring and to removing any barriers to learning or involvement in school life.

Harrow Lodge Primary School recognises that pupils learn at different rates and that many may experience difficulties at some point in their education. Working below age expected levels is not necessarily an indication of a special educational need, and all contributing factors are considered when deciding whether pupils will be placed on the special educational needs register.

SUPPORTING PUPILS WITH SEND

The four defined categories of SEND are:

Communication and interaction

Cognition and learning

Social, Emotional and Mental Health

Sensory &/or Physical Needs

SEND Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEND Support is the collection of all known information about the pupil. When a teacher, member of the pastoral team or SENDCo identifies a pupil with special educational needs and disabilities they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. (Note: this will generally be the class teacher)
4. The class teacher, working the SENDCo, will agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved.
5. The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
6. The class teacher in consultation with the SENDCo will plan a personal learning journey, which is reviewed on a termly basis

Harrow Lodge Primary School works with external agencies to secure services and advice for pupils, these include:

Speech and language therapy
Educational psychologist
CAMHS
School Nurse
Community Paediatrician
Occupational therapy
Other health and social care professionals.

If the pupil or young person:

- continues to make little or no progress in specific areas over a long period of time

- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- is receiving at least £6,000 of support and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority

Education, Health and Care Plan

As a guide, only young people in the highest 1-2% of complex needs will receive an EHCP

If an EHCP is awarded by the Local Authority the school ensures that:

Short-term targets will be set and reviewed at least three times a year.

Progress will be formally reviewed by holding an annual review meeting.

STAFF TRAINING

To ensure that the needs of pupils with SEND are met it is essential that teachers and support staff work effectively together

Teachers are expected to:

Deliver an appropriate curriculum

Ensure effective differentiation is in place, taking into consideration pupil's strengths and difficulties

Promote a positive self-image for all pupils

Use assessment to ensure that work set is challenging and motivating

To plan interventions and support any targeted work that teaching assistants carry out with selected children

Teaching assistants are expected to:

Deliver individual and group work

Adapting teacher plans if appropriate

Give feedback to teachers

Contributing to review processes

Staff training available

Currently staff training is available in the following provisions:

SNIP – literacy provision

Daily reading

Social skills

Behaviour services

5P approach

Lego Therapy

Language link programmes

Visual schedules

Workstations

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Attention autism
Colourful semantics
TACPAC
MeLSA
Working with complex needs
Occupational Therapy
Sensory Occupational therapy
Hoist / Manual handling

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

Parents and / or carers are encouraged to be fully involved with their child's progress by

Offering and including their views for stator paperwork and procedures

Regular communication between home and school

Supporting their child with their learning using strategies discussed in termly parent's meetings

Attending school meetings and events

Sharing key information with the school that may affect their child.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website <https://www.haveringsendiass.co.uk/>. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

COMPLAINTS

Our School Prospectus contains the following passage:

"If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the ***governing body/ special needs committee of the Governors / special needs governor*** who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting."

MONITORING AND EVALUATION

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

SEND INFORMATION REPORT

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory

REVIEW OF POLICY

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

Date of this Policy – Spring 2025

Date of next Review – Spring 2026