



**Hillside Primary School &
Nursery**

**Special Educational Needs
and Disabilities (SEND)
Policy**

Email: office@hillsideprimary.co.uk
Website: www.hillsideprimary.co.uk

Approved by: Governing Body **Date:**

Last reviewed on: November 2023

Next review due by: Autumn Term 2025

Contents

1.	Special Educational Needs at Hillside Primary	3
2.	Aims of the SEND Policy	3
3.	Legislation and Guidance	3-4
4.	Definitions	4
5.	Roles and Responsibilities	4-6
6.	SEND and SEND Information Report	6-15
7.	Monitoring Arrangements	15
8.	Links with other policies and documents	15

Appendix 1	SEND Referral Form
Appendix 2	Wellbeing Plan pro-forma
Appendix 3	Risk Assessment pro-forma
Appendix 4	Intimate Care plan pro-forma
Appendix 5	Assess, Plan, Do, Review Cycle
Appendix 6	Area of Need: Provision Maps

1. Special Educational Needs (SEND) at Hillside Primary School

Hillside Primary is an inclusive school, with a focus on a relational approach to behaviour and on developing positive social relationships. We aim to work positively and effectively with pupils, parents and other professionals to support pupils with a special educational need (SEND), to access and enjoy all aspects of school life. Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role.
- To work closely with external support agencies to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

2. Aims of the SEND Policy

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Provide information about the different areas of special educational need.
- Provide information about what support may look like in practice (provision maps)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide information about how parents can raise a concern or worry related to SEND.

3. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

The SEND Information Report can be found on the school website on the SEND page.

4. Definition of SEND

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and Responsibilities

5.1 The SENDCO

The SENDCO is: Nora Ludden

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- **Work with the headteacher** 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 (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The SEND governor is Wendy James.

5.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class **including those with SEND**
- Raising any concerns using the SEND referral form directly to the SEND team.
- Implementing a universal, **adapted**, targeted **or** bespoke curriculum, with support from the SEND team and other professionals, working with the pupil.
- Working closely with any support staff and/or specialist staff to plan and assess the impact of class-based provision and interventions, to support a holistic approach.

- Liaising and meeting with parents to discuss the pupil's provision and targets.
- Completing appropriate SEND paperwork for individual pupils.
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
-

6. SEND and SEND Information Report

6.1 Types of SEND

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

6.2 Areas of SEND

The SEND Code of Practice identifies 4 different areas of special educational need. These are:

Communication and Interaction

The SEND Code of Practice describes communication and interaction needs as:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

The SEND Code of Practice describes cognition and learning needs as:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), 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

The SEND Code of Practice describes social, emotional and mental health needs as:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and Physical

The SEND Code of Practice describes sensory and physical needs as:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

6.3 Identifying Pupils with SEND and Assessing their Needs

Children with SEND are identified by one of the following assessment routes; all of which are part of the overall approach to monitoring progress of all pupils.

➤ Class teachers are continually aware of children's learning. If they observe that a child, as advised in the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which is significantly slower than that of their peers starting from the same baseline; fails to match or better the child's previous rate of progress; fails to close the attainment gap between the child and their peers. This could link to one of the four areas of need or in some circumstances more than one are of need as set out in the section 6.2.

➤ **If a class teacher has a concern relating to an area of need and the child is not making progress, class teachers can seek advice from Special Education Services (Suffolk County Council) in the way of an Inclusion Services Meeting. This allows the class teacher to discuss a pupil's needs anonymously and obtain further advice and strategies which may support them.**

➤ If a child is identified as not making progress or there is a general concern relating to an area of need, despite high quality teaching, a SEND referral can be made to the SENDCO. The SEND referral form is included in Appendix 1.

➤ Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously. Frequently, the concern can be addressed by quality first teaching and some parental support. Although the school can identify special educational needs, and make provision to meet those needs, the school cannot offer diagnoses. Other agencies can offer support in this regard, and the school can discuss this with parents on an individual basis.

➤ A child's needs may be known prior to attending the school, having been identified by other professionals, e.g., Health Visitors or by other settings.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

6.4 The SEND Team

The SEND team is part of the Inclusion Team and includes:



Nora Ludden: SENDCO

In the first instance, parents should raise any concern, relating to SEND, with the class teacher. This is because all teachers are teachers of children with SEND and your child's class teacher knows them best.

The SENDCO is available on the following email address: n.ludden@hillsideprimary.co.uk

The SENDCO will aim to respond emails within 5 working days. The class teacher will always be informed of received emails and in some circumstances, it will be appropriate for the class teacher to respond to the parent in person.

6.5 Consulting and Involving Pupils and Parents

The class teacher will have an early discussion with the pupil and their parents when identifying a potential SEND and their views will be recorded on the SEND referral form. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and views
- Everyone understands the information recorded on the SEND referral form
- Everyone is clear on what the next steps are

A copy of the SEND referral form can be provided for the parent's records.

We will formally notify parents when it is decided that a pupil will be recorded on the SEND register. If a child is added to the SEND register, the child's class teacher will meet with the parents to discuss the support planned. This could be class-based support and/or intervention-based support. The class teacher will share the SEND paperwork with the parents and child and will invite them to record their views. The SEND paperwork can include one or more of the following documents. Examples of these documents are shown in the appendices.

- A Wellbeing Plan – Appendix 2
- A Risk Assessment – Appendix 3
- An Intimate Care Plan – Appendix 4

Thereafter, parents and children are invited to a review the progress that their child has made and

discuss further targets and next steps

6.6 Assess, Plan, Do Review

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in relation to their baseline assessments and in comparison, to their peers.
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Class teachers will document a planned approach for the pupil, which will set targets and outline the provision, access arrangements and strategies to support the child. The class teacher and support staff will implement the plan. In some instances, this may involve other school-based staff, such as the SEND Team, a member of pastoral staff or another member of support staff. The class teacher will review the plan termly. The Assess, Plan, Do Review Cycles are contained in Appendix 5.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

6.7 Transitions and Transfer of SEND files

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example: •

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classrooms environment in order to identify where the toilets are,

where the pegs are etc.

- Opportunities to take photographs of key people and places to go into a transition booklet.
- Additional visits can be arranged outside of school hours where it is appropriate to do so. We will share information with the school, college, or other setting the pupil is moving to.

Transition to secondary school

Transition arrangements for year 6 pupils going to secondary school begin in the spring term of year 6. Meetings are held between the primary school's SENDCO, Year 5/6 Phase Leader and the secondary school's SENCO and relevant staff. Regular visits can be made between the two schools. Additional arrangements can be made in individual cases.

Transfer of SEND files

The school will hold a child's SEND paperwork in a folder (either electronically or paper based) or . This could include the individual support plans, written by class teachers, information from other professionals who have worked with the child over their time at the school and health documentation or other documentation that has been shared with the school by the parent. This information will be transferred to the new school. Our aim is to do this within 5 working days of receiving notification of the child's attendance at the new school.

6.8 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. We believe that children learn best with the rest of their class, being taught by the class teacher, therefore high-quality teaching is our first step in responding to pupils who have SEND. This will be adapted although in some situations differentiated, and access arrangements will be in place for some pupils, where this is appropriate.

Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their class teacher. Teachers aim to spend time each day working with children with SEND, individually or as part of a group. When allocating additional Teaching Assistants to support children, the focus is on outcomes, rather than hours.

We aim to put in sufficient support to enable the child to reach their targets, but without developing a learning dependence on the adult. Our aim is that our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, autism and other needs. This is good practice to support all children but is vital for those who particularly need it. Our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. Class Teachers are responsible for ensuring that the curriculum is accessible to

pupils as part of high-quality teaching.

More information about interventions can be found on the provision maps for each area of need in Appendix 6.

SEND Paperwork and the provision for pupils with SEND is monitored by SEND Team.

6.9 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting and scaffolding our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, colour overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

More information can be found in the provision maps (Appendix 6). The school's accessibility plan can be found on the school website.

6.10 Additional support for learning

Teaching Assistants (TAs) are deployed based on the needs within a particular class or cohort. The deployment of TAs is reviewed by SLT regularly.

Some of our TAs have specific training and are deployed specifically based on the training and the children's needs. This includes TAs who have had specific training in speech and language and in emotional literacy.

We work with a number of different professionals to support children's needs. This includes NHS Speech and Language, Communicate Speech and Language, NHS Occupational Therapy, Specialist Education Services (SES), Greenlight Trust, Educational Psychology Services, Education Welfare Officers. This is not an exhaustive list.

6.11 Staff Training

All staff receive regular training and CPD on issues relating to SEND. Our Teaching Assistants have weekly training on a range of subjects, including developing knowledge of different types of need such as dyslexia, autism and how to implement specific provision such as workstations. Specialist training is provided as required.

Training is ongoing and is regularly reviewed by the senior leadership team.

6.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions such as Emotional Literacy Session, Read, Write Inc. Phonics. The timeframe for review is different based on the type of intervention and area of need.
- Discussing the child's views and the parents' views of progress
- Monitoring by the SEND Team
- Holding annual reviews for pupils with EHC plans
- External auditing of the SEND provision

6.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on any residential trip.

All pupils are encouraged to take part in sports day, school plays and sports events.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Access and Mobility

Hillside school is set over two floors. There is an easy access toilet available on the ground floor and the corridors are wide. The ground floor is accessible for a wheelchair user and classrooms can be relocated to the ground floor if necessary. Other reasonable adaptations to the physical environment will be made, as appropriate, to accommodate specific needs. The accessibility plan can be found on the school website

6.14 Support for Improving Emotional and Social Development

The school follows a therapeutic approach to supporting children's social and emotional wellbeing. The behaviour policy is relational with a focus on restorative practice.

We have three Emotional Literacy Support Assistants (ELSAs) who have completed training and provide individual and group sessions for children who need support in this area.

The school uses a TIS model – PRRR – Protect, Relate, Regulate, Reflect/Repair within each wellbeing plan. The aim is to ensure that consideration has been given to how we can best protect

a child's time at school by considering what they need as part of their daily routine. This approach also focuses on building positive relationships, co-regulating with children and building in time to reflect and repair where appropriate.

There are 3 members of staff who have completed the TIS Diploma and are Trauma and Mental Health Informed Practitioners.

The Inclusion Team can provide support to families through the Common Assessment Framework (CAF) and identifying support through the early help team within the local authority or through signposting to other agencies such as Family First.

The school, parents or child's GP can refer to the Emotional Wellbeing Hub for further support in relation to emotional wellbeing and mental health needs. The school and the parents can co-produce a referral to the Neuro-Developmental Pathway. Further Information can be found on the websites below:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/health.page?healthchannel=1>

<https://www.suffolklocaloffer.org.uk/health-and-wellbeing/autism-adhd-and-neurodevelopment/the-east-west-suffolk-ndd-pathway>

6.15 Working with other agencies

The school can make referrals to other agencies such as Specialist Education Services (SES), NHS Speech and Language Therapy, NHS Occupational Therapy will always be discussed with the parents and signed consent will be sought on the referral paperwork.

6.16 Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. The complaints procedure can be found on the school's website, or a hard copy is available at the school office.


6.17 Contact details of support services for parents of pupils with SEND

Suffolk Special Educational Needs and Disability Information Advice and Support Service (SENDiass) provide free, confidential and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers. Contact details for SENDiass are below:

<https://suffolksendiass.co.uk/>

01473 265210

6.18 The Local Authority Local Offer

Our local authority's local offer is published here: 

<https://www.suffolklocaloffer.org.uk/>

This website contains information, support and services for children and young people with a special educational need and/or disability

7. Monitoring arrangements

This policy and information report will be reviewed annually by: Nora Ludden. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to the following documents Accessibility plan

- Behaviour policy
- Safeguarding Policy
- Equality information and objectives
- Supporting pupils with medical conditions policy