

Haverigg Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Approved by:	MArNarongchai
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1. Our commitment

At Haverigg Primary School, we want every pupil to belong, participate and make progress. We have high expectations for pupils with SEND and are committed to identifying and reducing barriers to their learning, development and wellbeing.

We take a whole-school approach: **class teachers are responsible for the progress and learning of every pupil in their class**, including pupils with SEND. Strong classroom teaching is the starting point. Additional or specialist provision is planned where a pupil needs support that is additional to, or different from, what is ordinarily available.

Our rural location and the limited availability of some local services mean that we work closely with families and relevant professionals to identify needs early and maintain support. We recognise that a pupil's circumstances, including emotional wellbeing or access to services, may affect their experience of school. We respond sensitively and do not assume that a pupil's difficulties have a single cause.

2. What SEND means

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

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most others of the same age; or
- have a disability that prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, provision generally made for pupils of the same age.

The broad areas of need are:

- **Communication and interaction**, including speech, language and communication needs and autism.
- **Cognition and learning**, including specific learning difficulties and moderate, severe or profound learning difficulties.
- **Social, emotional and mental health**, including mental health difficulties and needs that may be expressed through behaviour.
- **Sensory and/or physical needs**, including hearing or visual impairment and physical disability.

These areas help staff understand and plan for need. They are not labels, and pupils may have needs in more than one area.

Some pupils with SEND will also meet the definition of disability under the Equality Act 2010. The school will make reasonable adjustments and take appropriate steps to avoid disabled pupils being placed at a substantial disadvantage.

3. Identifying needs and working with families

We identify needs as early as possible through information from families and previous settings, classroom observation, discussion with the pupil, assessment of learning and progress, and advice from relevant professionals.

A pupil's slower progress or a gap in attainment does not, by itself, mean that they have SEND. Teachers first consider whether changes to classroom teaching, resources, the learning environment or access to the curriculum could remove the barrier. They also consider relevant factors such as attendance, mobility, language development, health, wellbeing and changes in circumstances.

Where a concern continues, the class teacher will discuss it with the SENDCo and the pupil's parent or carer. We will listen to the pupil's views in a way appropriate to their age and understanding. We will explain what we have noticed, what we will try, and when we will review whether it is helping.

Parents and carers are encouraged to share concerns with the class teacher or SENDCo. We will work with families as partners and seek their agreement before making referrals to external services, except where safeguarding or other legal duties require a different response.

4. Our graduated approach: assess, plan, do, review

We use the graduated approach set out in the SEND Code of Practice.

Assess

The class teacher, working with the SENDCo and the pupil's family, considers the pupil's strengths and needs using classroom evidence, assessment information and the pupil's views. Where appropriate, advice from external professionals is considered.

Plan

The teacher and SENDCo agree outcomes, the support to be provided, who will deliver it and when it will be reviewed. Parents and carers and, where appropriate, the pupil are involved in this planning.

Do

The class teacher remains responsible for the pupil's learning and progress. They oversee any additional support, including support delivered by a teaching assistant or external professional, and ensure that it connects with classroom learning.

Review

At an agreed time, the teacher, SENDCo, pupil and family consider whether the support is helping the pupil make progress towards the agreed outcomes. Support is continued, adapted or reduced in response to the evidence.

The school does not use fixed "bands" of need as a substitute for considering each pupil's individual circumstances and provision.

5. Teaching and provision

Pupils with SEND are entitled to a broad, balanced and ambitious curriculum. Teachers adapt teaching and the learning environment to support access and participation. Depending on the pupil's needs, this may include:

- clear explanations, modelling, guided practice and checks for understanding;
- breaking learning into manageable steps and revisiting important knowledge;
- appropriate adaptations to tasks, materials, recording methods or the classroom environment;
- additional structure, visual support or assistive resources;
- planned opportunities for practice and feedback;
- reasonable adjustments to support participation in lessons, visits, clubs and wider school life.

Additional provision may include targeted small-group or individual teaching, support from teaching assistants, specialist resources or advice from external professionals. Any intervention should have a clear purpose, be linked to classroom learning where appropriate, and be reviewed for its impact. It should not routinely replace access to the class teacher or the wider curriculum.

For pupils with an Education, Health and Care (EHC) plan, the school will use its best endeavours to secure the special educational provision specified in the plan. The school will work with the local authority, the pupil's family and relevant professionals to review the plan as required.

6. The role of the SENDCo

The SENDCo is responsible for coordinating the school's SEND provision. This includes:

- working with staff to identify and assess needs and coordinate the graduated approach;
- advising teachers on appropriate adaptations and support;
- maintaining and reviewing relevant SEND records;
- working with parents and carers, pupils, the headteacher, governors and external professionals;
- supporting staff development in relation to SEND;
- coordinating the school's contribution to EHC needs assessments and reviews;
- ensuring the school's SEND information is kept under review.

The SENDCo's role supports, but does not replace, the class teacher's responsibility for teaching and progress.

7. The role of the governing body

The governing body has oversight of the school's arrangements for pupils with SEND. The SEND governor works with the SENDCo and school leaders to understand how the school identifies needs, supports pupils and reviews the impact of provision. The governing body must have due regard to its duties under SEND and equality legislation.

8. Working with external services

We work with external professionals where their expertise may help us understand a pupil's needs or plan appropriate support. This may include health, education, social care and local authority services. The services involved will depend on the pupil's individual circumstances and local availability.

We discuss referrals with the family and explain the purpose of seeking advice. The school does not guarantee that a particular service will be available or that a referral will result in a particular intervention. Where waiting times or service access affect a pupil, we will continue to review what support can reasonably be provided in school and signpost families to relevant local support where appropriate.

Safeguarding concerns are managed through the school's safeguarding procedures and by the Designated Safeguarding Lead. A SEND concern does not replace or delay action where there is a safeguarding concern.

9. Education, Health and Care needs assessments and plans

Where a pupil may need provision beyond what the school can ordinarily provide, the school may work with the family to request an EHC needs assessment from the local authority. The local authority decides whether to carry out an assessment and whether to issue an EHC plan.

An EHC plan describes the pupil's needs, outcomes and the provision required. The school will contribute evidence and advice when requested, involve the pupil and family, deliver the provision specified in the plan, and contribute to the plan's review in line with statutory requirements.

10. Transition

We plan transitions with the pupil, family and relevant staff or professionals. This may include sharing information with a new class teacher or setting, visits, transition meetings and additional preparation where a pupil's needs make this helpful. Information is shared lawfully and in the pupil's best interests.

11. Staff development and resources

The school provides staff with guidance and training to support inclusive classroom practice and pupils' identified needs. SEND resources and staffing are reviewed as part of the school's planning and available funding. The school works with the local authority regarding any additional funding or specialist provision that may be available.

12. Concerns and complaints

Parents and carers should raise concerns first with the class teacher or SENDCo so that the matter can be discussed and reviewed. If the concern is not resolved, it may be raised with the headteacher and then through the school's formal complaints procedure. This does not affect any separate rights of appeal or complaint under SEND legislation.

13. Related information and review

This policy should be read alongside the school's **SEND Information Report**, which provides the detailed information required about the school's SEND provision. The report is published on the school website and reviewed at least annually. The policy does not replace the SEND Information Report or the school's accessibility plan.

The governing body will review this policy at least annually, and sooner if relevant legislation or statutory guidance changes.

Key documents

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- Equality Act 2010
- Current Early Years Foundation Stage statutory framework, where applicable