

## Vanguard Learning Trust



*As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can achieve their potential.*

# Special Educational Needs and Disability - Hermitage Primary School November 2023-2024

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## Section 1. Introduction

### 1.1 Our Ethos/ Vision

At Hermitage Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. As a school we also celebrate uniqueness e.g. holding autism awareness days

This policy and our SEND information report are 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 1.2 Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (January 2015). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'** A disability may prevent or hinder a child 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.

### 1.3 How the policy was put together

This policy was created in consultation with stakeholders, including Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

### 1.4 Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link for Hermitage Primary School, Policies, to the SEND section.
- A hard copy on request at the school office.

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English. This policy needs to be read alongside the SEND Information Report.

## **Section 2. Policy**

### **The aims of our work with pupils with SEND**

#### **Aims**

At Hermitage all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education. We aim to:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
- to ensure that all children are supported by external professionals as required.

#### **We deliver these aims by:**

- Ensuring a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils- with the pupils and their parents/carers at the centre.
- Developing effective whole school provision management of support for pupils with special educational needs and disabilities.
- Delivering training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the SEND Code of Practice (January 2015).
- Developing whole school community awareness of disability, equality and the uniqueness of all members in our community for example holding awareness events.

### **2.1 Key Roles and Responsibilities**

**SENDCo** has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo is Mrs Rachel Langford.

#### **The SENDCo is responsible for:**

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND Support register and maintaining individual pupil records

- monitoring the quality of provision and impact of interventions, including use of resources / specialist equipment
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND alongside the wider SLT team
- liaising with and advising staff
- The SENDCo will take the lead in further assessments of the child's needs
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

**The Governing body is responsible for:**

The Education Act 1996 s. 317 requires Governing bodies of schools to use their best endeavours to:

- Ensure that for any pupil with special educational needs, the special educational provision appropriately meets the pupils learning needs
- Ensure that where a pupil has special educational needs, those needs are made known to all who are likely to teach him
- Ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils registered with special educational needs
- Designate a member of the staff at the school (to be known as the —special educational needs co-ordinator (SENDCo) as having responsibility for co-ordinating the provision for pupils with special educational needs and ensure they are suitably qualified.

**The headteacher is responsible for:**

- Working with the SENDCO and governors to determine the strategic development of the SEN policy and provision in the school
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability

**The class teacher is responsible for:**

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- supporting the SENDCo in the writing and reviewing of targets for pupils with SEND

**The Teaching Assistants are responsible for:**

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping

- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCo

### **Parents/Guardians and pupil participation**

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, review* and the input and knowledge from the individual pupil and parents / guardians is vital in this approach.

### **Supporting Parents/Guardians and Children**

We provide support through the following ways:

- the school operates an open door policy for parents/carers seeking support and advice
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENDCo of the receiving secondary school to the final Annual Review in Year 6
- meetings with staff members
- parent workshops around a range of topics e.g. Developing Communication skills, Transition, Autism Awareness

### **Parents and Guardians are responsible for:**

- Working collaboratively with school staff / SENDCo and co-produce / review effective provision for their child's ongoing SEND needs
- Those pupils with EHCPs, to support staff / SENDCo with the implementation of the agreed objectives into home practices
- Working collaboratively with school staff / SENDCo for those pupils on the Initial Concerns process; ensuring that agreed actions from the initial meetings/reviews have been implemented into home practices
- Keeping the SENDCo / school staff updated with any additional information regarding their child's full needs

Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated. Pupils with an EHC will be sent an invitation to parents to attend their annual review and at the meeting will share their achievements for the year and aspirations for the future. Pupils where possible also attend the meeting to discuss their goals and aspirations.

## **2.2 Admissions**

The admission arrangements for Hermitage Primary School are in agreement with the local authority (LA) and VLT. The Admissions Authority for our school is therefore Hillingdon Borough Council, which publishes its entry regulations every year alongside VLT guidelines – see admissions policy

[www.hillingdon.gov.uk/primary](http://www.hillingdon.gov.uk/primary) - this is the link to Hillingdon's admissions site which informs parents how to apply for a place at the school of their choice. Parents have a right to express their preference:

1. Pupils with a statutory EHC plan which names Hermitage as the most appropriate provision to meet the child's needs.
2. 'Children who are looked after' for whom Hermitage is the most appropriate local school.
3. Children with a 'serious medical condition' with supportive information from the child's hospital consultant which details the reasons why Hermitage is the most suitable setting for the child.

A child entering the school with a previously identified special need is added to the SEND Register in consultation with the parents / carers and provision made, according to their needs. Every effort is made to ensure continuity during such changes and to obtain information from their previous school. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Transition of pupils with SEND into a new school can require additional support and we aim to make this move smooth as possible.

### **2.3 Identification of Pupil's Needs**

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

#### **The Code of Practice refers to four broad areas of need:**

**Communication and interaction**-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), 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**-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health** - children 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs**-some children require special educational provision because they have a physical disability which prevents or hinders them from making use of the educational facilities generally provided e.g. wheelchair users. Some children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

#### **Early Identification: Initial Concerns process**

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. As outlined in the SEND Code of Practice (January 2015) teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo. An initial 'SEND concerns' document may be completed. Parents may also raise their own concerns about their child. A meeting between the class teacher, parents and the SENDCo is arranged to discuss these concerns. Pupils are then closely observed and assessed by the class teacher and the SENDCo. Curriculum support is provided by the class-teacher/class TA and progress monitored and reviewed periodically.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs and referrals to external professionals may be made.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school and external advice has been sought, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a graduated approach cycle of **assess, plan, do, review** with the child/young person at the centre of the process.

The child's progress against personalised targets as well as their academic progress will be reviewed and the impact of any interventions monitored.

Following the SEND Code of Practice (January 2015) we follow a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

The four part cycle:

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/guardians and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEND Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan and targets.



**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/guardian and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Child Development Centre (CDC)
- Educational Psychology Service (EPS)
- SEND Advisory Service (SAS)
- Speech and Language Therapy Service
- Occupational Therapy ( OT)
- Physical/Sensory Support Service
- Educational Welfare Team / Participation Team
- Children’s Services and Early Help Assessment Team
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

### **Managing the needs of Pupils on the SEND Register**

Each pupil with SEND is an individual and their targets are tailored to meet their particular needs. The targets are reviewed termly with parents and pupils. Decisions regarding the level of support and resources provided for children are needs led, working within the constraints of the school budget.

### **Criteria for removing pupils from the SEND Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND Support register. This will also occur if children have been discharged by external professional services. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained. Children may remain on the SEND register if they have a diagnosis meaning that they have long term needs e.g. autism or ADHD. They may not have ongoing targets but are carefully tracked and adjustments made to meet their ongoing needs.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school’s own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This request can be made from the school or from parents. It is helpful if parents and school work together to make a request from the Local Authority SEND team. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child’s health and social care needs as well as their special educational needs. In some cases Early Support Funding may be applied for instead of an EHC Plan.

(See Hillingdon’s guidance on the website for further information regarding requests for EHC plans)

## **SEND Provision**

### **SEND support can take many forms. This could include:**

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- Specialist input via a Speech and Language Therapist / Occupational Therapist / Educational Psychologist
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

## **Monitoring and evaluation of SEND**

The SENDCo alongside the Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND Support register is measured through:

- analysis of pupil tracking data and test results at Pupil Progress meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews
- pupil and parent / guardian voice

The SENDCo maps provision for each class and child. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

## **Welfare of Pupils with SEND**

We are aware that pupils with SEN or a disability maybe a higher risk of discrimination or social isolation or bullying and therefore the wellbeing of all children with SEND is closely monitored within the school environment.

## **Supporting Pupils with medical conditions**

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, Eg: an extra adult to accompany a child on a school trip/residential.

Specific staff will have training to support particular needs eg: technical knowledge to maintain auxiliary aids and equipment eg: managing diabetes

The school welfare assistant is responsible for the administration of medicines and health care plans/protocols.

### **Storing and Managing Information**

Pupils records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality.

Pupil SEND files are kept in a locked filing cabinet and securely on the computer system. Individual SEND files are transferred to receiving schools when pupils leave Hermitage Primary School.

### **Training and development**

Training needs are identified in response to the needs of pupils currently on the SEND register.

School specific training and expertise is offered in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, autism and dyslexia.

The SENDCo attends network meetings to share good practice with colleagues (SENDCo forums) and keep up to date with SEND developments.

### **Complaints**

We urge parents/guardians with any concerns regarding the SEND policy or the provision made for their child at Hermitage to speak to us as soon as possible. In the first instance, please speak to the class teacher and then the SENDCo. If parents/guardians feel their child's needs are still not being met they should make an appointment to see the Headteacher.

If concerns are still unresolved parents may wish to use the Hillingdon Information, Advice and Support or Service for Special Educational Needs and Disability (SENDIASS) (formerly Parent Partnership) or engage with the School complaints procedures.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following related guidance and documents:

### **Key Documentation**

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010

Hillingdon Local Offer Website

**Related School Policies/Documents:**

- Child Protection Policy
- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Positive Handling Policy
- Complaints Procedure
- Equality Policy
- School SEND Information Report
- Curriculum Policies

**Approval / Revision History**

<b>Revision date</b>	<b>By</b>	<b>Summary of Changes Made</b>
<b>November 2023</b>	<b>Rachel Langford</b>	<b>Minor changes made – highlighted Alterations in line with VLT format</b>

## List of appendices

### Appendix 1:

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASR	Annual School Review
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
CFC	Cause for Concern
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHC	Education Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ILP	Individual Learning Plan
LAC	Looked After Child
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PSP	Pastoral Support Programme
PUA	Potential Under Achiever
SaLT	Speech & Language Therapy

SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
SLCN	Speech Language Communication Needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment