



Glen Hills Primary School

SEND Policy

Adopted by Glen Hills Primary School on	24.06.2026
This policy will be reviewed	As policies, procedures and regulations are updated
Version	2.0

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 25 (September 2014). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- School SEN Information Report regulations (2014)
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created by the SENDCo in consultation with governors, staff, pupils and parents of Glen Hills Primary School and SENDCos of Symphony Primary Schools Partnership. It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and Equalities. It is an essential part of all curriculum policies.

At Glen Hills Primary School, the Special Educational Needs Coordinator, known as SENDCo, is Rachel Cole (BSc, PGCE, SENDCo Award).

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This policy can be accessed through the school website (www.glenhillsprimary.co.uk) or as a paper copy, if requested, from the school office.

All staff have a responsibility for maximising opportunities and achievements for all learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Context

All children have a right to learn. For some children this will be more difficult than for others. At Glen Hills Primary School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that reasonable adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

SEND Code of Practice (2014: Para 1.24)

Through our SEND policy we aim to

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

Objectives

To achieve these aims we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. Respond to learners in ways which take account of their varied needs and life experiences.
3. Commit to identifying a child's special educational needs at the earliest point and then make effective provision in order to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialists and professionals to enable us to provide reasonable, effective targeted support.
7. Ensure that teachers fully understand that they are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching assistants or specialist staff.
8. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to reasonably adapt teaching to respond to the strengths and needs of all pupils.
9. Appoint a qualified or suitably experienced Special Educational Needs Disability Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have an Education Health Care Plan (EHCP).

10. Ensure that all children receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.
11. Ensure that children with SEND are able to engage in activities alongside children who do not have SEND.
12. The Governing Body has a responsibility for ensuring the school implements its SEND Policy.

The Head Teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0-25 (July 2014) and the Equality Act (2010).

Responsibilities

The key responsibilities of the SENDCo are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- monitoring and reviewing individual targets with consultation with teaching and support staff
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND and working together to ensure collaborative support
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- advising and arranging CPD with regard to SEND needs in school
- drawing up the strategic plan for the development of SEND provision at the school
- making referrals for EHC Plans and providing sufficient evidence
- arranging and chairing the annual review of students with an EHC Plan
- monitoring the progress of students across the curriculum using evidence from termly tracking
- making special arrangements for SEND students taking SATs with the class teacher
- initial assessment and discussion of diagnosis of students including liaison with nursery, preschools and parents
- update the SEND register regularly and distribute to class staff
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned

- working with the Senior Management Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Role of the Governing Body and Head Teacher

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Glen Hills Primary School. All governors understand their duty of care. The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its special education responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example -
 1. The existence of accurate and up to date record keeping, including achievements
 2. The number of review meetings held at least termly for SEND pupils
 3. Feedback from pupils, parents and staff
 4. The standards and progress of pupils with SEND
 5. Awareness of the nature of needs and the demands these make.

The Head Teacher, SENDCo and Governing Body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The Head Teacher, SENDCo and Governing Body will monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The Head Teacher will ensure that the SENDCo has sufficient time and resources to carry out his/her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

The Role of Support Staff

- To support the children in class and/or withdraw them in order to meet their individual targets
- To keep accurate records of each students progress using the recording devises provided by the SENDCo
- To liaise with the SENDCo
- To be active in seeking further training provided by the school
- To be available to contribute to the Annual Review of EHC Plan.

Training and Resources

Training needs are identified by staff themselves or by SENDCo to meet the needs of children in school or those known to be coming into school.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and practice discussion of the needs of individual pupils.

The SENDCo and other staff keep up to date with new developments in Special Educational Needs by:

- Reading relevant SEND literature such as Links magazine, Local Authority SEND information on email
- Attending regular meetings with Symphony Partnership Schools and Autism Education Trust termly meetings through the Outreach Service
- Regular access to SEND web sites such as SENDCo forums, DfES SEN site and LA portal pages
- Informal advice from external agencies
- Accredited training.

Definition of Special Educational Needs

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:

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of 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 above or would do so if special educational provision was not made for them.

Identifying Special Educational Need

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Glen Hills Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs. The following has been taken from the SEND Code of Practice, Section 6:

1. Communication and Interaction

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.

2. Cognition and Learning

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.

3. Social, Mental and Emotional Health.

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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4. Sensory and/or Physical Needs

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 multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with a MSI have a combination of vision and hearing difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

Supporting Children with SEND – A Graduated Approach to Support

Quality First Teaching is an entitlement for every child.

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEND. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary,

improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Where progress for any child is inadequate, the class teacher will make reasonable provision to enable the pupil to learn more effectively. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning.

Teachers will identify the specific support being used in the class to address pupil's weaknesses. A record will be kept of support and outcomes. Progress will be reviewed at parents' evenings each term and at pupil progress meetings with the Head teacher/SENDCo. At this stage the child will be placed on the School Monitoring Record. If progress is not made, despite interventions and altered classroom practice a meeting will be held with parents, SENDCo and class teacher to decide if the child needs are ongoing and therefore more specific support needs to be put into place. In some cases an individual or group plan will be drawn up identifying three or four targets, agreed with parents, and identifying approaches to achieve these. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support*.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept in the child’s file and copied to the SENDCo.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from ‘outside agencies’ to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, a Support Plan will be devised in consultation with parents and all those involved in the child’s education and welfare. An application may be made for High Needs Funding to the Local Authority, having regard to the criteria for funding provided through SENA service. The school will be responsible for managing any funds received.

In some cases children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education Health Care Plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

Every child within the school will have targets that they are working to. Some children may require individualised targets dependent on their needs. These, as with class targets, will be shared, discussed and reviewed termly with parents.

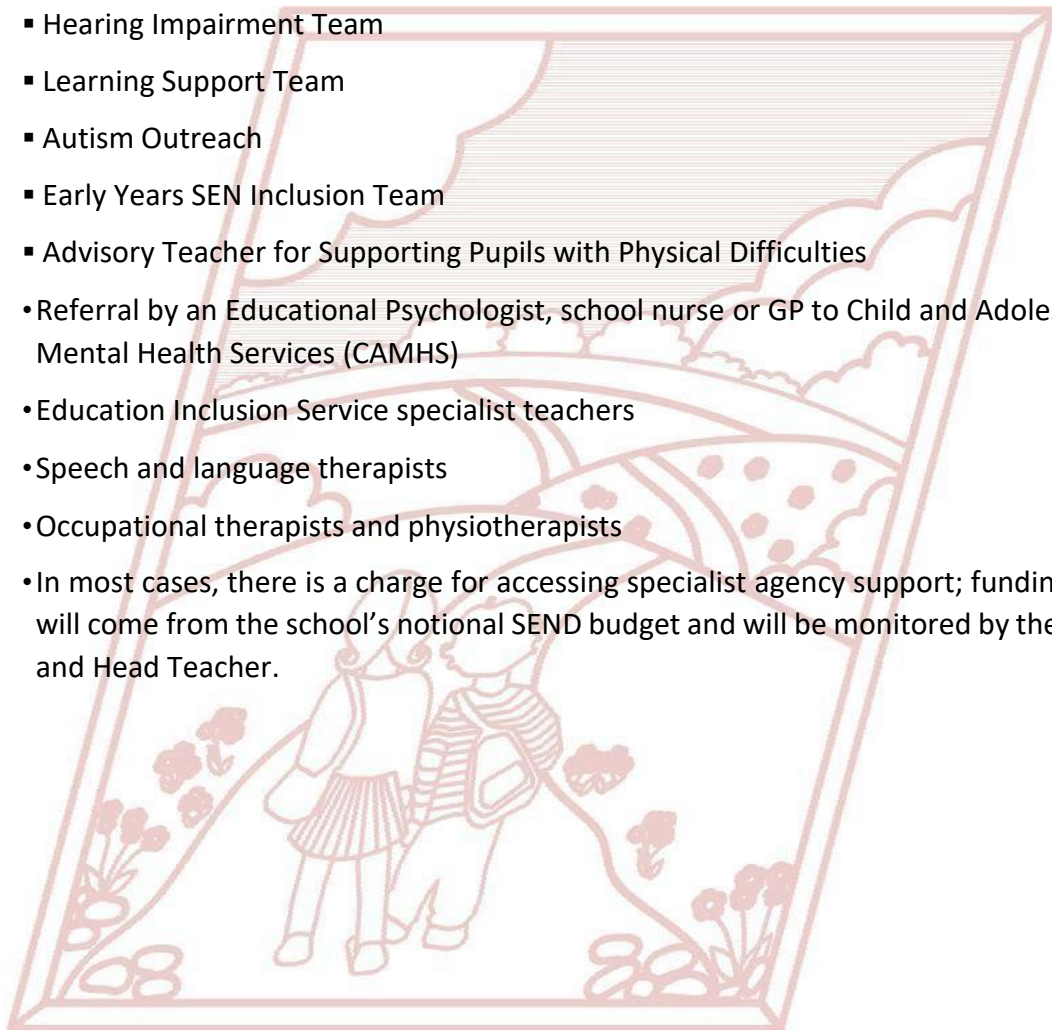
Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child’s needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the child with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are. Further information can be found on our website about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists
- School nurse
- LA Specialist Teaching Service
 - Vision Impairment Team
 - Hearing Impairment Team
 - Learning Support Team
 - Autism Outreach
 - Early Years SEN Inclusion Team
 - Advisory Teacher for Supporting Pupils with Physical Difficulties
- Referral by an Educational Psychologist, school nurse or GP to Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Speech and language therapists
- Occupational therapists and physiotherapists
- In most cases, there is a charge for accessing specialist agency support; funding for this will come from the school's notional SEND budget and will be monitored by the SENDCo and Head Teacher.



Removing pupils from the SEND register

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- additional SEND provision is no longer required to ensure this progress is sustained.

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCo will make the necessary arrangements in line with statutory guidance.

Transition

At Glen Hills, most children move classes each year. We have one transition day in the school during the summer term enabling them to meet the new teacher. Parents are then invite to open evening to meet the new teacher and discuss any concerns that may have arisen.

If a parent needs to discuss their child with the class teacher or SENDCo then contact can be made and an informal meeting set up. For specific families this can then become regular to help resolve any issues that there may be.

Children transferring to Secondary School have a planned transition programme. Less confident children are accompanied to the Secondary School by the SENDCo for a planned programme of additional induction. SENDCos liaise and records are passed on. Children transferring to a Special School have a planned transition programme, often involving the SENDCo and 1-1 teaching assistant from the school, in addition to the parent/carer. This will often take involve additional visits as deemed necessary.

Children entering school at 4+ visit the school. Parents meet the teaching team and pass on information relevant to the development of their child. Pre –school providers involve the SENDCo and class teacher in pre-school meetings for children causing concern.

School Ethos

We are an inclusive school and work every day to create a safe, secure and happy environment for all children where everyone is accepted for who they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and PSHE lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for children's SEND, we will always look to promoting children's independence and resilience, and will closely monitor their well-being both in and outside of the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for children and their parents.

For more information, refer to our Anti-Bullying Policy.

Inclusion

Principles of inclusive education:

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include students
- With the right training strategies and support, nearly all children with SEND can successfully be included in mainstream education
- An inclusive education service offers excellence and choice and incorporates the views of parents and children
- The interests of all students must be safeguarded
- Schools, local education authorities and others should seek to remove barriers to learning and participation
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- Mainstream education will not always be right for every child all of the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

Evaluation of SEND Provision

The evaluation is ongoing and reported to the Governors. Analysis of SEND student performance data can be as follows:

- Improvement in reading, writing and mathematics
- Achievements against individual targets
- Number of exclusions
- SEND attendance
- Number of students moving on or off the SEND register
- Lesson observations
- Feedback from teachers, support staff, parents and students
- Minutes of key SEND meetings (If appropriate)
- Evidence of impact of SEND training for SEND staff.

Mental Well Being.

Whilst children with SEND might be more vulnerable to mental health issues, at Glen Hills we use a whole school approach. All pupils are introduced to classroom strategies and activities to promote their mental wellbeing and the Route to Resilience initiative has been rolled across the whole school. We have systems in place to support all pupils, including a Mental Health lead, Mental Health ambassadors, Mental Health governor and a school ELSA, should they need to access pastoral support – therefore additional provision is available to support a child with SEND should they require emotional intervention.

Managing Medical Conditions

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 its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education Health Care Plan which brings together their special educational, health and social care provision where the SEND Code of Practice (2014) is followed. At Glen Hills, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for

Glen Hills Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

Prior to admission, parents of SEND children are given time to share information and concerns regarding the transition with the class teacher and SENDCo. This allows necessary resources and arrangements to be put into place.

Facilities for Pupils with SEND

The school complies with relevant accessibility requirements. The buildings can be accessed by wheelchair users and includes a toilet for disabled/changing facilities. Staff can usually access training and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money. Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEND review meetings, inform our work. For all children who are on the School Monitoring or School Support record there is a termly SEND review with the class teacher for the SENDCo to monitor, advise and review the provision that is being made within school.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the Phase leader, and if necessary then the head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from the Parent Partnership Service.

Storing and Managing Information

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. Records will be kept according to the General Data Protection Regulation (2018).