

**Special Educational Needs &**

**Disabilities**

**(SEND)**

**Policy**

**(Including Dyslexia)**

**This policy was adopted by the School Governing Body on**

**27th March 2024**

**Review Date: March 2025**

**Context**

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

• The SEND Code of Practice: 0 to 25 years, July 2014

• Part 3 of the Children and Families Act 2014 and associated regulations

**Governor responsible for SEND:** Ruth Walters

**Head Teacher:** Stuart Ludford

**SEND Team Leader:** Kit Hardee (Acting SENCo/Assistant Headteacher)

**Qualifications:** BEd Primary degree; Level 3 Designated Safeguarding Officer; NPQSL

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

This policy is in line with Equality policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head Teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Head Teacher and the SEND team will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is adapted to meet the needs of the majority of pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

Hazeldown Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Hazeldown Primary School will also work to ensure that all pupils with SEND reach their full potential; are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND.

With this as an underlying principle, we believe that:

***All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility, which requires a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

**School Admissions**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010, we will not discriminate against children with disabilities in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

**Aims and Objectives**

**Aims**

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision, that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development and are able to achieve maximum progress; fulfil their potential and promote their well-being.

**Objectives**

The SEND Policy of Hazeldown Primary School reflects the principles of the 0-25 SEND Code of Practice (2014).

The aims of this Special Educational Needs policy are to:

* Ensure the Equality Act 2010 duties for pupils with disabilities are met.
* To enable pupils with special educational needs to have their needs met.
* To take into account the views of the pupils with special educational needs.
* To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
* To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs
* In conjunction with the Supporting Pupils with Medical Conditions policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.
* To implement a graduated approach, meeting the needs of pupils using the Assess, Plan, Do, Review process.
* Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective adaptive teaching methods,
* Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care.
* Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
* Share expertise and good practice across the school and local learning community.
* Make efficient and effective use of school resources.
* Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
* Have regard to guidance detailed by Devon County Council.

**Identifying and supporting Special Educational**

**Needs & Disabilities**

***Definition of SEN***

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her; namely provision ***which is*** ***additional to or different from*** ‘ordinarily available’ provision in an adaptive curriculum.

At Hazeldown, we will assess a pupil’s needs and will regard them has having a Special Educational Need if they have at least two of the factors listed below:

1. Have a significantly greater difficulty in learning than the majority of pupils of the same age,
2. Have a difficulty which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools,
3. Due to difficulties, accesses differentiated intervention sessions provided at school.
4. Meets the threshold for multi-disciplinary support after adaptive teaching and intervention fails to provide what is needed for the child to make good enough progress.

**If a child has a diagnosis of SEND or an Education Health and Care Plan (previously known as a Statement), with the permission and signed consent of parents, they will automatically be regarded as having a Special Educational Need.**

Pupils will not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught. They will also not be regarded as automatically having a learning difficulty if they access any other form of adaptive intervention, unless their needs cause them to meet two of the criteria listed above.

Hazeldown Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND. We will ensure that parents/carers are informed by the school that additional provision is being made for their child, which is the responsibility of the class teacher.

There may be times in a pupil’s school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is ‘additional to or different from’ the normal adapted curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

**Areas of Special Educational Need**

Under the SEND Code of Practice 2014, pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

***Cognition and Learning;***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Cognition and Learning needs include:

• Specific learning difficulties (SpLD)

• Moderate learning difficulties (MLD)

• Severe learning difficulties (SLD), and

• Profound and multiple learning difficulties (PMLD)

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of the following: dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

If a child receives a diagnosis for dyslexia, or is identified as having dyslexia tendencies, support will be implemented in-keeping with the recommendations provided by professionals. These will be child-specific, taking into account the specific areas of need and provision that is required to target these. This provision will be regularly reviewed in partnership with the child, parents and adults working with the child, as part of the TAF meeting process. In addition to this, we endeavour to develop a dyslexia-friendly learning environment. This includes, but is not exclusive to, consistently formatted slides with contrasting font and coloured backgrounds; clearly labelled resources, using visuals where appropriate; as well as careful consideration of where best to seat those with additional literacy-based learning needs.

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.

***Social, Emotional and Mental Health Difficulties***

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 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

• ADD

• ADHD

• Attachment Disorder

***Communication and Interaction needs***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing themselves verbally; understanding what is being said to them or because they are unable to 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 with Autism

are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

• Speech, language and communication needs (SLCN)

• Autism Spectrum Conditions (ASC)

***Sensory and/or Physical needs***

Some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

• Visual impairment (VI)

• Hearing impairment (HI – including Deaf and hearing impairment)

• Multi-sensory impairment (MSI)

• Physical disability (PD).

**A Graduated Response to SEND**

***Early Concerns***

The progress made by all pupils is regularly monitored and reviewed by their teacher, who is required to provide high quality, adaptive teaching and learning opportunities for all pupils. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom. A record is kept of strategies used through provision mapping, Individual Education Plans (IEP) and intervention records – these resources are the responsibility of the class teacher – and can be used in later discussions if concerns persist. Teachers may begin to use the ‘assess, plan, do, review’ format in order to monitor the provision they have put in place and consider any changes that may be needed, if they feel the provision in place is above that included on the class provision map.

***How we identify and support pupils with SEN***

At a point where the teacher has provided adapted learning opportunities and additional interventions, the class teacher will consider whether this has allowed the pupil to make adequate progress.

Adequate progress could:

• Be similar to that of peers;

• Match or better the pupils’ previous rate of progress;

• Close the attainment gap between the pupil and their peers;

• Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite support and high quality teaching, the class teacher will work with the school’s Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. The class teacher will request involvement with the SENCo after creating an IEP and completing 2 cycles of the assess, plan, do, review process.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist advisory teacher or educational psychologist. This will always involve discussion and agreement between the pupil’s parents/carers and the class teacher.

When considering whether a pupil has a special educational need, any of the following may be evident:

* Makes little or no progress even when teaching approaches are targeted particularly in a pupil’s identified area of weakness;
* Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
* Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
* 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 an appropriate differentiated curriculum.
* Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil’s own learning or that of the class groups, despite having an individualised behaviour support programme;
* Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
* Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

**Assess, Plan, Do and Review**

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle. Earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan,** **do, review.**

For pupils with special educational needs, the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are held as part of senior leadership team meetings. Additional SEND data is calculated and analysed by the SENCo to show individual progress alongside whole class data collection.

**Graduated Response**

**ASSESS**

* In identifying a pupil as needing **SEN support,** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil; their previous progress and attainment; as well as information gathered from other areas of the school.
* The pupil’s development in comparison to their peers and national data should also be considered along with the parent’s views and experience, the pupil’s views and, if relevant, advice from external support services. This will be recorded as part of a TAF (team around the family) meeting, sharing their ‘Individual Education Plan’. If there is multi-agency support required as part of Early Help, this information may be recorded on the “Right for Children” system for future reference. This will be following discussion with the parents/carer.
* This assessment will be regularly reviewed to ensure support and intervention are matched to need; barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

**PLAN**

* Teachers decide on the interventions and support to be put in place, as well as the expected impact on progress and development. This is shared with parents, giving them the opportunity to record their views. The plan is reviewed each term: the date for review will depend on the level of need present.
* The ‘Individual Education Plan’ will clearly identify the areas of success; where the needs are; the desired outcomes and the support and resources provided.
* The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
* Where appropriate, the ‘Individual Education Plan’ document will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
* Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need) and their consent will be obtained prior to adding the child to the school SEND register.

**DO**

* The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved. They are required to plan and assess the impact of support and interventions, considering how they can be linked to classroom teaching.
* The SENCo will support the class teacher in the further assessment of the pupil’s needs, in problem solving and advising on the effective implementation of support.
* The class teacher is responsible for the daily implementation of the plan and will contribute to this.

**REVIEW**

* There will be a review of the ‘Individual Education Plan’, or ‘Right for Children’ plan, (depending on the individual’s needs) on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. Provision maps and data collection will support this review.
* Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
* Where a pupil has complex needs involving more than one agency, it will depend on the pupil’s needs and the frequency of the educational reviews as to whether external agencies attend each educational review: this will be agreed at the initial TAF meeting.
* This review will feedback into the analysis of the pupil’s needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil’s progress and development, with decisions on any changes made in consultation with the parent and the pupil.
* Where there is a sustained period of insufficient progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

**Exit Criteria**

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is *different from* or *additional to* that which is normally available as part of high quality and adapted teaching, they may no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

**Statutory Assessment of Needs (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the “Right for Children” or ‘Individual Education Plans’ will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate, so Hazeldown School will hold annual review meetings on behalf of Devon LA and complete the appropriate paperwork for this process.

**Monitoring and evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools’ assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

**Supporting Pupils and Families**

At Hazeldown, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child’s needs are identified properly and met as early as possible.

In order that they play an active part in their child’s development, the school endeavours to provide parents/carers with the relevant information so that they can reinforce the learning at home.

At Hazeldown we endeavour to support parents/carers so that they are able to:

* Feel fully supported and taken seriously should they raise a concern about their child,
* Recognise and fulfil their responsibilities and play an active and valued role in their child’s education,
* Understand procedures and documentation,
* Make their views known about how their child is educated,
* Have access to information, advice and support during assessment and any decision-making process about special educational provision.

Parents/carers of a child with SEN Support will have the opportunity to meet with their class teacher (and SENCo when necessary) at least 3 times a year. Twice a year, parents of children with SEN Support are given additional meeting time, to discuss their child’s IEP, during parents’ evenings. In addition to this, during the spring term, the SENCo and SENCo Assistant arrange drop-in sessions for parents (morning and late evening slots available) to discuss the provision for their child. Finally, the SENCo and SENCo assistant are happy to meet with parents/carers.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP) otherwise known as DIAS (Devon Information Advice and Support). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

**Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

**Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their EHCP Annual Review; as part of their Pupil Progress Meetings and before any TAF meetings. We ask pupils to contribute to the setting of their own outcomes.

For pupils with EHCPs, we also encourage them to have awareness of the outcomes included on their plans. This is carried out through the outcomes presented to each child with an EHCP in ‘child-friendly’ language, with them encouraged to reflect on their progress towards each target prior to review meetings.

**Partnership with External Agencies**

The school is supported by a wide range of different agencies and teams. The schools SEND Information Report details which agencies the school have worked with in the last 12 months. This report can be found on the website and is updated annually.

**Transition**

A change of school, class and staff can be an exciting, yet anxious time for pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully monitored in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

**Training and Resources**

**Allocation of resources**

* Resources are allocated to support children with identified needs.
* Each term, we map our provision to show how we allocate human resources to support children with SEND. This takes the form of a ‘TA Allocation Timetable’ which clearly displays the targeted interventions and in-class support we are able to provide. This is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
* Specialist equipment, books or other resources that may help the pupil are purchased as required for Continuing Professional Development (CPD) for Special Educational Needs.
* All staff at the school engage in weekly training sessions when High Quality Teaching is addressed.
* The SENCo and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.
* All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
* Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
* External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g diabetes) or to train staff in the use of specific interventions.
* Peer support and guidance is available daily for all staff in school and some of the best training occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

**Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools’ budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource through the Education, Health and Care Needs Assessment (EHCNA).

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used.

**Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCo.

**Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

**Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

* Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can do to meet children and young people’s Special Educational Needs;
* Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
* Designate a teacher to be responsible for co-ordinating SEND provision – the SEN co-ordinator, or SENCo;
* Inform parents/carers when they are making special educational provision for a child;
* Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time.

**Head Teacher:**

**The Head Teacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Head Teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head Teacher will work closely with the SENCo and the Governor with responsibility for SEND.**

**SENCo:**

In collaboration with the Head Teacher and Governing Body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority. The principle responsibilities for the SENCo include:

* Overseeing the day-to-day operation of the SEND policy
* Co-ordinating provision for SEND pupils and reporting on progress
* Advising on the deployment of the school’s delegated budget and other resources to meet pupil’s needs effectively
* Monitoring relevant SEND CPD for all staff
* Managing the SEND team
* Overseeing records of all children with special educational needs and ensuring they are up to date
* Liaising with parents/carers of all children with special educational needs and disabilities
* Contributing to the in-service training of staff
* Being a point of contact with external agencies, especially the local authority and its support services
* Liaising with early years’ providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
* Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
* Monitoring the impact of interventions provided for pupils with SEND
* To lead on the development of high quality SEND provision as an integral part of the school improvement plan
* Working with the Head Teacher and the school governors to ensure that the school meets it responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

**All Teaching and Non-Teaching Staff**

* All staff are aware of the school’s SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and disabilities.
* Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
* Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupil’s diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil’s needs, drawing on the teacher’s assessment and experience of the pupil as well as previous progress and attainment.
* Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review).

**Meeting Medical Needs**

The children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the TAF or “Right for Children” paperwork. For those pupils with an Education, Health and Care Plan (EHCP), this will be used as it brings together health and social care needs, as well as their special educational provision.

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 his duties under the Equality Act 2010.

**Children in Hospital**

The member of staff responsible for ensuring that pupils’ health needs have proper access to education will liaise with other agencies and professions, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

**SEND Information Report**

The school will ensure that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

**Monitoring and Accountability**

**Accessibility**

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users and has a disabled toilet facility. Hazeldown works hard to develop our accessibility and the schools’ accessibility plan detailing how this is being developed can be accessed from the school website.

**Storing and Managing Information**

Pupil SEND records will be kept in accordance to DfE guidance contained in “Statutory Policies for schools”

**Responding to Complaints**

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School’s Complaints Policy.

If there continues to be disagreement with regards to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.