

Pearl Hyde Primary School

Policy for Special Educational Needs and Disability



Pearl Hyde Community Primary School

Special Educational Needs and Disabilities

(SEND) Policy

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy sits alongside the school's SEN Information Report.

Pearl Hyde is an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2014. [Click here for more information.](#)

We ensure that all of our children are included in all aspects of learning and school life from the Reception Year all the way to Year Six, including our specialist resource base, Edison class.

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the SEND support register.

Our school's definition of SEN is ***“Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies”***.

The decision to do this is made by the school after consultation with the parents and is based on each child's individual needs.

Aim

At Pearl Hyde School we aim to raise the aspirations of and expectations for all pupils with SEN. To do this, we will focus on outcomes for children and not just focus on hours of provision or support.

Objectives

1. To identify and provide for pupils who have special educational needs and or disabilities
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will devise and work with the SEN and Inclusion Policies
5. To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

The SEN Code of Practice 2014 states that “*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*”

It continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum disorder and Asperger’s syndrome)
- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a child’s special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

The following are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is not SEN. Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.

A Graduated Response

At Pearl Hyde we believe that Quality First Teaching is the key to meeting the needs of most of our children. Through adapted planning, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENCO (Special Educational Needs Co-ordinator) if they have concerns about any of their pupils.

The SENCO/ Inclusion Leader may then suggest activities such as small group work or taking part in additional activities (interventions) to help the child.

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the SENCO and the Class Teacher would suggest additional support and / or assessments. At this point, the child may be placed on the SEN Support Register after consultation with parents / carers. Where the child presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work.

Once a child has been identified as having SEN, the following steps are followed:

Step 1: Class Teacher, SENCO and Parents/Carers make the joint decision to place the child on the SEN Support Register.

Step 2: Individual targets and strategies/interventions are identified and put into place. (The child will have an Individual Learning Plan - ILP)

Step 3: These are reviewed regularly with parents / carers at SEND parents evenings, following the SEN Code of Practice 2014 format of assess, plan, do, review. External agencies may be involved for support and / or assessment where required.

Step 4: Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does

not make expected progress, the school or parents may request an Education, Health and Care needs assessment. (EHC plan)

Parents and the child are involved in all of the above steps as much as possible. (This often depends on the age of the child.)

Managing SEN in school

The SENCO is responsible for keeping all records up to date and managing the SEN process and procedures.

Children on the SEN register are classified as having **SEN Support**. Some children will be on the SEN register and receive SEN support for a relatively short period of time and others will remain on the register for a longer period. Using the Assess, Plan, Do, Review cycle, the SENCO will continually evaluate and update the SEN register and monitor the interventions and support available to children to ensure that the SEN needs of each child are being met.

ILP's are working documents and will be updated at regularly by the class teachers as part of the review process, with children and in consultation with parents.

If the school feel that the child no longer needs SEN support, there will be a consultation with parents and the child will be taken off the SEN register. The child will continued to be monitored through the rigorous assessment and monitoring that is in place for all children.

Where further support is needed

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EP)
- SEMHL (Social, Emotional and Mental Health – Learning and Behavioural Difficulties)
- Complex Communication and Autism Spectrum Disorder
- Speech and Language Therapy Service (SaLT)
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)

You can find out more about local services that we use in our SEND Information Report which is on our website.

If the current support provided in school is not meeting the child's needs or they have particularly complex needs, a child may have a **Statement of Special Educational Needs** or an **Education Health and Care Plan (EHC)**. The school or parents can request an assessment for an EHC plan at any time where necessary to meet the

additional needs of a child. There is a formal process and there are strict criteria to meet.

Supporting Pupils and Families

Families can find additional help and guidance in the schools SEND Information Report or Coventry's Local Offer.

All children are supported through times of transition by the school. Where children have been identified as having additional needs the SENCO alongside the class teachers will coordinate transition to other settings.

Supporting Pupils at school with 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 may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to our Medical Conditions Policy for further details.

Monitoring and Evaluation of SEND

The SEN policy will be evaluated and reviewed every year. All SEN services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and Governors and SLT monitoring schedules. The progress of SEN children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

Training and Resources

SEN is funded by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEN needs of a child where possible through this funding. Where a child's needs are greater or more complex and cannot be met through the notional budget, an EHC plan may be requested to access top up funding to support the needs of the child.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the SENCO or by external specialists and is organised by the SENCO or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO meets with all Class Teachers to assist them in meeting the needs of the children in their class.

The SENCO and class teachers work closely together to ensure the needs of the children are met.

Roles and Responsibilities

The Role of the SENCO / Inclusion Leader

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all children with special educational needs using EduKey.
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- documents and records are kept and shared with staff and parents and are available where needed
- completing and maintaining the Special Educational Needs Register
- making sure relevant referrals have been made
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensuring individual needs of SEN pupils are met through targeted intervention where necessary
- Weekly Inclusion Tema meetings to discuss pupils and develop next steps.

The Role of the Class Teacher

- providing quality first teaching to all pupils, including those identified as having SEN

- identifying each child's needs and levels of attainment and progress
- advising parents of any concerns
- raising concerns for children that they are worried about and discussing with the Inclusion Leader / SENCO
- providing reports for external specialists
- monitoring and assessing progress and maintaining appropriate records, including writing and reviewing IEP's and implementing strategies that have been suggested by the Senco or external specialists
- plan and prepare work for children to enable them to access the curriculum
- ensure the delivery of the curriculum is appropriate to allow access for all children
- fulfil any other duties as required of the class teacher as stated in the SEN Code of Practice 2014

The Role of SEN Governor

- To monitor and support the SENCO and Senior Leadership in the implementation of the SEN Policy and SEND Information Report.
- To inform Governors of any issues regarding the implementation of the SEN policy.

The Role of Teaching Assistants

- To support and help children with SEN to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made.

Additional Responsibilities

Person / People responsible for Safeguarding:

Mrs Claire Denton (Headteacher), Mrs Hayley Bird (Learning Mentor)

Person / People responsible for Pupil Premium:

Mrs Claire Denton (Headteacher)

Person / People responsible for Looked After Children:

Miss Rebecca Edwards (SENCo) Mrs Claire Denton (Headteacher)

Person / People responsible for ensuring the medical needs of children are met:

Miss Rebecca Edwards (SENCo) Mrs Claire Denton (Headteacher) Miss Stephanie Wilson (Operations Manager).

Reviewing the Policy

This policy has been written with regard to the SEN Code of Practice (July 2014).

The SEND Policy and the SEN Information Report will be updated annually by the SENCO / Inclusion Leader and shared with all staff and governors.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Pearl Hyde Primary School work closely with the LA to ensure that accessibility is considered in all building work.

Curriculum accessibility is closely monitored and assessed by the Senior Leadership Team.

Concerns

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can contact the Inclusion Team – inclusion@pearlhyde.co.uk

Complaints

If you have any complaints about this policy or SEN in general, please contact the SENCO, the Head Teacher or the Governor for SEND. Details are available on the Sen Information Report.

Date of Review: July 2025

Date of Next Review: July 2026