

Hazlemere Church of England Combined School



SEND Policy

2024-25

***“Encourage one another and build one another up”
1 Thessalonians 5:11***

Headteacher

Signed on behalf of Governing body

Last reviewed Sept' 24

Next reviewed Sept '25

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25, January 2015. 3.66:

It is compliant with CAFA 2010

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 0 -25, January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Schools SEN Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Safeguarding Policy, KCSIE 2023
- Accessibility Plan
- Teachers Standards July 2011 (introduction updated June 2013)
- This policy was created by the school's SENDCOs with the SEND Governor in liaison with the SLT, all staff and parents/carers of pupils with SEND.

This policy can be found on the school website <http://www.hazlemere-ce.bucks.sch.uk/>
The policy will be reviewed every year.

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream school;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special educational needs may relate to one or more of the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

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 difficulty experienced by the child.

Many children and young people who have SEN may have a disability under the Equality Duty of the CAFA, 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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

1. Key Contacts

Inclusion manager:

Tamara Brocklehurst enquiries@hazlemere-ce.bucks.sch.uk

Headteacher:

Mr Brian Daniels enquiries@hazlemere-ce.bucks.sch.uk

SEN Governor:

Mrs Krok. Contact via school office: enquiries@hazlemere-ce.bucks.sch.uk

The key contact for each child is always their class teacher, however Mrs Brocklehurst and Mr Daniels remain the key contact for the school regarding the school’s provision for children with SEND. Mr Daniels is the SEND advocate on the Senior Leadership Team.

Hazlemere CE School is an inclusive school and we welcome children of all abilities. All children can make a positive contribution to our school community. We believe that every teacher is a teacher of every child including those with SEND.

2. Aims and objectives

At Hazlemere CE we aim to ensure that all children can succeed in their education, achieving positive outcomes regardless of need. We believe that 'fair' means giving all children what they need to succeed, it does not mean that we treat everyone the same. We are inclusive and Trauma Sensitive. Through 'growth mindset', metacognitive approaches and our low arousal, nurturing, behaviour policy, we encourage all children to be the very best they can be. We achieve strength through diversity.

In order to achieve these aims, we have identified the following objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEN code of Practice, 2015
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 and Disability Co-ordinator who will work with the SEN Policy
5. To provide support and advice for all staff working with special educational needs pupils.

3. Identifying Special Educational Needs

The 2015 Code of Practice identifies 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and Physical Needs

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 difficulty experienced by the child.

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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

It is acknowledged that there are factors which may impact on progress and attainment of pupils at school which are not SEN, including:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under the current Disability Equality Legislation – these alone do not constitute SEN).
- Attendance and Punctuality
- Health and welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child, or a previously looked after child.
- Being a child of Serviceman/woman

Behaviour is not an acceptable way of describing SEND. We believe that behaviour is a form of communication and as such, concerns relating to a child’s behaviour will be described as a response to an underlying need which we will endeavour to recognise and support, with well-trained, experienced staff and by seeking advice from outside specialist agencies where necessary.

4. A Graduated Response to SEN Support

- Class 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.
- High quality teaching, with high expectations and scaffolding of tasks and approaches to ensure all pupils can access, is the first step in responding to pupils who have or may have SEN. This is known as 'Ordinarily Available Provision' and can also be referred to as 'Quality First Teaching'.
- Quality of teaching is regularly reviewed by members of the SLT, this may be through observations, learning walks, book scrutiny and formal assessments.
- The SENDCo regularly liaises with teaching staff regarding the quality of teaching and reasonable adjustments required for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of factors underpinning achievement and of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The SLT regularly reviews pupil progress data in consultation with the SENDCo and class teachers and identifies children who may benefit from special educational provision. Data is gathered from pupil responses, records of behaviour, formative assessments and summative assessments such as reading and spelling ages, internal standardised assessments, alongside annual screening in KS1 using 'Speech and Language Link'.
- For higher levels of need, the school will attempt to draw on specialised assessments from external agencies and professionals, such as Bucks NHS Speech and Language Therapy, Bucks NHS Occupational Therapy, Wycombe iSEND Specialist Teaching Service Surgeries and Educational Psychologists and NHS Community Paediatricians, all within the current limitations of their service.
- Children will only be regarded as having SEN and included on the SEN register on SIMS, if they do not make adequate progress once they have had all the interventions and

adjustments which we can provide as part of Assess Plan Do Review at Level 1 (see below)

- Children may be placed on the SEN register following assessment and advice from specialist professionals who have identified and diagnosed a specific difficulty which is likely to persist.
- Children who are receiving additional support may have a **‘One Page Profile’** (Level 2) which will identify any barriers to learning and successful strategies for support at a ‘Quality First Teaching’ level (Level 1). This is further supported by Buckinghamshire Council’s iSEND strategy and the **‘Ordinarily Available Provision’** document. The *One Page Profile* will be shared with parents at parent’s evenings, which take place each term. This profile will be regularly updated, and children are not considered as having long term SEN at this point.
- **SEN Support Plans** will be drawn up by the class teacher in co=production with parents and the young person, supported by the SENDCo or outside agencies as appropriate. Children who have SEN support plans have support which is additional to and different from that which is ordinarily available within the quality first teaching offer. Such support is detailed below within ‘Assess, Plan, Do, Review’. These children may be considered as having SEN and will be identified as **K** on SIMS. Parents will have meetings *at least* termly to discuss the provision and its effectiveness and to review the Support Plan. Provision may well be reviewed and updated more frequently, depending on their effectiveness.

5. MANAGING PUPILS NEEDS ON THE SEN ‘REGISTER’

All pupils at Hazlemere Church of England School can have their learning described as at one of four levels as detailed below:

<p>Level 1- Quality First Teaching Ordinarily Available Provision</p>	<p>Level 2- In class support, further assessment or identification. Ordinarily Available Provision</p>	<p>Level 3 (K) SEN Support Enhanced Ordinarily Available Provision</p>	<p>Level 4 -Higher Needs Block Funding or EHCP Ordinarily Available provision topped up with outside assessment to direct individual education</p>
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<ul style="list-style-type: none"> • Monitoring • Early identification • Discussion with parents • Some additional support which is short term and targeted. • Ordinarily Available provision 	<ul style="list-style-type: none"> • One Page Profile to identify needs and barriers to learning. • Some additional support which is short term and targeted. • Identified need which is supported at OAP level. • May have had diagnosis and/or assessment from outside agency which does not require support, rather awareness and reasonable adjustments. 	<ul style="list-style-type: none"> • On Sen Register • SEN Support Plan updated and signed termly. • As level 1 and 2 with further: • Provision which is additional to and different from Ordinarily Available provision 	<ul style="list-style-type: none"> • Educational Health Care Needs Assessment and plan drawn up by local Authority (Buckinghamshire Council) • Support Plan describing short term outcomes updated with parents and signed termly. • Additional Needs which are identified barriers to learning and which are significant and long term. • Provision which is additional to and different from that which is ordinarily available in school. • EHCP is agreed with LA and reviewed annually • Assessment and sometimes involvement from LA professionals such as Speech and Language Therapy or Occupational Therapy or Specialist Teaching Services are detailed in the plan.
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- Pupil data is managed using 'SIMS'.

- Interventions are monitored regularly for effectiveness. Impact for each child is decided according to progress from their individual baseline before the intervention begins. Reviews of pupil progress throughout the intervention chart progress from this baseline.
- In order to manage the recording of progress, we use the formula below to measure outcomes:

Scores for baseline and review- taken from 'CHECS'	
0	Not cooperative or able to achieve
1	Cooperative and unable to achieve
2	Able to achieve with maximum support
3	Able to achieve in highly structured activity, less help needed
4	Successful in selected structured situations
5	Skill generalising with occasional prompts
6	Skill generalised

- At times, following formative assessment it could be seen that a provision is not having the desired impact on the child's attainment, or the child no longer needs support as the gap has been closed, in which case the provision may be adapted, extended or stopped in order for improved focus and better targeting to take place. This is an organic process which needs the dedication and skill of the support staff and teachers delivering the interventions and regular liaison with the SENDCo. This system of Assess-Plan-Do-Review ensures that children are always receiving the very best and most appropriate support which addresses their individual needs.
- Interventions are evidence-based or recommended and guided by professionals such as Speech and Language Therapists or Specialist Teachers, according to the recommendations of the 'Maximising the Impact of Teaching Assistants' project and the 'Making best use of Teaching Assistants' guidance from the EEF. The SENDCo and teachers monitors the effectiveness of interventions regularly and both teachers and TAs have input throughout the APDR process.

- We follow the '5 a day' principle which is:
 1. Create a positive and supportive environment for all pupils, without exception
 2. Build an ongoing, holistic understanding of your pupils and their needs
 3. Ensure all pupils have access to high quality teaching
 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions
 5. Work effectively with teaching assistants.
- Teachers remain 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.
- High quality teaching, with appropriate scaffolds to ensure access for individual pupils, is always the first step in responding to pupils who have or may have SEN.
- Where formative and summative assessment (see assessment policy) indicate that a child may need additional support to close a gap, the teacher can ask the SENDCo for advice. This advice may include recommended resources, strategies and classroom adaptations. All recommended strategies are current, up to date and have proven effectiveness.
- Buckinghamshire NHS Trust is no longer taking referrals for individual pupils to be seen by a Speech and Language Therapist. In order to ameliorate the impact of this shortfall in provision, schools have been granted access to KS1 Speech and Language Link. This is an online language screening assessment for children age 4-7. We use this to identify children who may need additional support with their language development. In some instances, we are able to anonymously discuss the child's needs and receive advice at a Speech and Language Therapy Clinic following completion of this screening.
- Review of interventions, SENDCo and class teacher observations or parental concerns may indicate that specialist advice is necessary in order to further identify need, the SENDCo may then make referrals to:
 - Occupational Therapy Service advice clinic
 - CAMHs (Child and adolescent Mental Health Service)- >2 year waiting list
 - Educational Psychology Service (not currently taking referrals)
 - Paediatrician- up to age 11 and not for neurodivergent issues.

It should be noted that an extensive waiting list is currently being experienced by all pupils added to waiting lists following referrals to these agencies.

Bucks therapies provide webinars and training for parents and professionals to help them better understand and support speech language and communication needs and physical and sensory needs. They can be accessed via the link below:

SalT: <https://www.buckshealthcare.nhs.uk/cyp/therapy/training-for-parents-early-years-and-school-staff/>

OT: <https://www.buckshealthcare.nhs.uk/cyp/therapy/occupational-therapy/webinars-courses-and-workshops/>

- The school website is also a source of information for parents and is updated regularly, accessed via this link: <https://www.hazlemere-ce.bucks.sch.uk/send-and-inclusion/>

6. CRITERIA FOR EXITING THE SEN REGISTER/RECORD

It remains the aim of all SEN provision that children are able to access the curriculum and make progress within national expectations. Where children previously identified as in need of SEN support are no longer needing additional support above Ordinarily Available Provision because they are making progress independently, they can be removed from the SEN 'register' following parental consultation. This can be at any time but is more usual at times of transition, such as when moving to a new year group.

7: SUPPORTING PUPILS AND FAMILIES

- Our school website SEND and Inclusion Pages are a source of up to date information and advice about support in school and also many aspects of Special Educational Needs. <https://www.hazlemere-ce.bucks.sch.uk/send-and-inclusion/>
- Parents are invited to coffee mornings each term, the SENDCo will listen to concerns and share information and training, but this mainly means parents can chat with other parents in similar situations and provide mutual support.

- Information and advice on SEN can be found on the Buckinghamshire County Council Family Information Service Website:
<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>
- The School's SEN information report:
<http://www.hazlemere-ce.bucks.sch.uk/send/>
- The school's admissions policy:
<http://www.hazlemere-ce.bucks.sch.uk/admissions/>
- The school's policy and procedure for supporting pupils with medical needs:
<https://primarysite-prod-sorted.s3.amazonaws.com/hazlemerecofe/UploadedDocument/018236f6e991469ba5af4be2ede32f31/supporting-pupils-with-medical-needs-2018fgb.pdf>
- Buckinghamshire Speech and Language Therapy Service:
<http://slt.buckshealth.link/>
- Buckinghamshire Occupational Therapy Service:
<https://www.buckshealthcare.nhs.uk/childrenandyoungpeoplesot/>
- Buckinghamshire Family Information Service:
<https://familyinfo.buckinghamshire.gov.uk/>

TRANSITION:

Transition between classes:

- Meetings take place between class teachers in the summer term before transition to ensure that information is shared effectively. The SENDCo will hold additional meetings with receiving teachers to ensure they are able to use existing information to effectively support the children in their new class. Parents can arrange to meet with new teacher by contacting the school office and following normal procedure.
- Staff understand how change can be difficult for many young people and we support them as individuals using approaches and strategies which suit them best. No one method or approach suits all children in all circumstances so we are pragmatic and flexible in our approach.
- Transition to new schools in-year is supported by fast and efficient transfer of relevant records. We are happy to speak to relevant professionals to support transition where necessary.

- Transition to year 7 is supported by our close links with local secondary schools. All secondary schools take part in information sharing and many have additional transition support for children identified as vulnerable at this stage.
- Hazlemere CE School will support professionals and colleagues in gathering information in order to effectively manage transfer and support young people as they transfer between settings/schools.

Access Arrangements:

Access arrangements for Year 6 SATs are according to guidance on the child's EHCP.

We can apply for additional time for 11+ for children with EHCP.

Further access arrangements can be made for pupils taking part in internal examinations, this could include:

- Access to additional time (evidence must be provided that additional time significantly effects the performance of the child).
- Access to technology. (evidence must be provided, via recommendation of OT, EP or Dr).
- Ability to sit examinations in a room which is different to the main room in order to reduce distractions or manage access arrangements as outlined above.

In all cases, access arrangements must be discussed with parents in the autumn term before the assessments are due to take place and remain in place for the entire school year.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Hazlemere CE 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 Duty of CAFA 2010.

- Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.
- Further details on the provision for pupils with medical needs can be found on the school website:

<https://primarysite-prod-sorted.s3.amazonaws.com/hazlemerecofe/UploadedDocument/018236f6e991469ba5af4be2ede32f31/supporting-pupils-with-medical-needs-2018fgb.pdf>

SECTION 9: MONITORING AND EVALUATION OF SEND

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

- The school encourages open communication between teachers and parents. Parents can talk to teachers at 'handover' at the end of the school day.
- Appointments can be made via the school office or the school website where parents need to discuss something which is private or lengthy. Appointments can also be made via the school office to see the Head Teacher or the SENDCo.
- Termly parent-teacher consultations inform parents of their child's progress and how they can support their learning.
- SEN support plans and one-page profiles are reviewed with parents each term. The effectiveness of interventions can be shared at this time. It should be noted that information can be added to these documents at any time and the review time varies in order to make meetings and reviews and their scheduling manageable for parents and school staff. All SEN Support plans will be reviewed three times each year, in accordance with the SEN Code of Practice.
- EHC Plans are reviewed formally at annual review each year. Support plans which detail how the school is meeting the child's needs, are reviewed termly as with SEN support plans above.
- Interventions are reviewed as part of our Assess, Plan, Do, Review cycle. Impact is expected to be observed within the intervention before it is expected the child will apply

the skill more generally. Interventions are reviewed for impact each half term before decision is made about whether the intervention is effective, needs modifying or should continue. This supports effective monitoring of SEN provision by school leaders.

- Parent, pupil and staff questionnaires take place as part of the School Improvement Cycle and views on SEND provision are included.

SECTION 10: TRAINING AND RESOURCES

- SEN is funded by the notional SEND element of the school budget, supplemented by funds from the local authority's 'higher needs block' where agreed.
- Several children may have additional funding as part of an EHC plan. Additional support is always managed in a way so that the child does not become dependent on adult support and can achieve independence in our inclusive school.
- Staff at Hazlemere CE School are expected to take part in regular professional development opportunities. Regular training happens in weekly teaching staff meetings and Teaching Assistants take part in regular workshops lead by the SENDCo. All staff are encouraged to share developing expertise, successful strategies and to support one another in providing the best possible current and up-to-date practice to better support all the children in the school.
- Many Teaching Assistants have developed particular skills and areas of expertise as a result of in-depth training, this includes:
 - Supporting children with Autistic Spectrum Disorders (AET)
 - Supporting children with Speech and Language Disorders
 - Makaton signing
 - 'Talkboost', NELI, Speech and Language Link and early language support
 - ELSA (emotional literacy support assistant)
 - Rainbow Road and Occupational Therapy strategies
 - Understanding sensory needs, the zones of regulation, sensory circuits.
 - Supporting children with Specific Learning Difficulties.
- Training needs of staff are identified through the school's self-evaluation process.
- Whole School Staff Training has taken place where particular needs have been identified and a whole school approach is needed. This has included:

- 'TEAM teach' training for behaviour support
- Autism Education Trust – making sense of Autism
- Becoming a Trauma sensitive school (AC Education)
- 'Word Aware' and supporting Developmental Language Disorder.
- Bucks Virtual School training on Adverse Childhood Experiences (ACEs).
- Zones of Regulation and Sensory Circuits
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo 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 SENDCO attends any additional SENDCo liaison provided by Buckinghamshire Council.

SECTION 11: ROLES AND RESPONSIBILITIES

SEN Governor keeps regular contact with SENDCo and Headteacher. She has attended training on governance and SEND.

Teaching Assistants

- All English and Maths lessons are supported by a Teaching Assistant in all classes.
- Where a child has an EHC Plan and specific support identified within it, additional support may be provided by the class teacher, a Teaching Assistant or another member of staff such as a booster teacher, the Headteacher or the SENDCo.
- Interventions take place at several times throughout the day and all Teaching Assistants have the responsibility of delivering their intervention during its timetabled slots as directed by the class teacher.
- Class teachers regularly adjust timetables to ensure that interventions do not affect the children's entitlement to a broad and balanced curriculum.

Safeguarding.

- The Designated Safeguarding Lead is Mr Daniels, Headteacher.
- Deputy Designated Safeguarding Leads are Mrs Brocklehurst (SENDCo), Mrs Howard (EYFS teacher), Mrs Opiola (Assistant HT) and Mrs Asare-Archer (Assistant HT)
- Staff member responsible for PPG/LAC funding is Mr Daniels.
- Senior Mental Health Lead is Mrs Brockelhurst.

- Staff members responsible for meeting the Medical Needs of Pupils is Mr Daniels.

SECTION 12: STORING AND MANAGING INFORMATION

In accordance with the requirements outlined in within our Data Protection policy and GDPR, personal data will be:

- Processed lawfully, fairly and in a transparent manner in relation to individuals.
- Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- Accurate and, where necessary, kept up-to-date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay.
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods, insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes, subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals.
- Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

SECTION 13: REVIEWING THE POLICY

This policy will be reviewed annually or at such a time as becomes necessary due to unforeseen circumstances or a significant change. This policy was reviewed in April 2021 following the closures of the COVID-19 pandemic.

Last reviewed in September 2023