Haseltine Primary School

Special Education Needs & Disability Policy

Date Agreed: Sept 2026

Review Date: Sept 2027

The aim of this policy is to explain how Haseltine Primary School makes provision for pupils with additional educational needs, in line with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010). If you require further information about the provision for SEND in the school please talk to your child's class teacher or contact Ellie Whilby, Assistant Head Teacher for Inclusion and Special Educational Needs/Disability (SENDCo), on 020 8778 6536.

Inclusion Statement

At Haseltine Primary School we strive to raise the aspirations of and expectations for all pupils with Special Educational Needs and Disability (SEND). We value their abilities and achievements and are committed to providing the best possible environment for positive learning outcomes. Haseltine operates a whole school approach to the management and provision of support for SEND, which aims to achieve the inclusion of every pupil regardless of need.

In identifying and providing for pupils who have Special Educational Needs and/or Disability we work within the guidance provided in the SEND Code of Practice 2014. The Governing Body will ensure that appropriate provision is made for all pupils with SEND

Definition of Special Educational Needs and Disability (SEND)

Haseltine Primary School follows the Special Educational Needs and Disability and Disability Code of Practice 2015 definition where:

'A child or young person has Special Educational Needs and/or Disability if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the above definition when of compulsory school age (or would be likely to, if no special educational provision were made).

A child with a long term medical condition does 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 Special Educational Needs and Disability (SEND) definition.

A child does not have a learning difficulty or disability solely because the language in which he or she is taught is different from a language which is spoken at home.

The School's Key Objectives for SEND

In providing for those pupils identified as having SEND at Haseltine Primary School we seek to:

- ensure equality and consideration of cultural and social factors in SEND assessment and provision
- ensure that all pupils are valued equally
- ensure that all pupils make progress
- work in close partnership with parents/carers and children
- ensure that SEND are identified and assessed as early as possible
- ensure pupils' needs are met as soon as is practicable
- ensure that all children have access to a relevant, broad and balanced curriculum
- work proactively with the local authority (LA) and other agencies, including social services, parent support groups, psychologists and medical services, in identifying, assessing and meeting SEND
- develop and maintain a range of professional expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis.

Admission Arrangements
The admission of pupils with SEND is the responsibility of the LA in accordance with the admissions procedures agreed with the governors of the school. The school has an open admissions policy when it is in the best interests of the child concerned. Liaison with the pupil's former school and with existing school staff, interviews with parents/carers and collation of the information from support services are the overall responsibility of the executive headteacher, the head of school and SEND co-ordinator.

Roles and Responsibilities
The governing body as a whole is responsible for making provision for pupils with Special Educational Needs and Disability.

The SEND Co-ordinator (SENDCo) is Deputy Head Teacher Ellie Whilby who is also responsible for inclusion across the school. The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND Policy
- co-ordinating provision for pupils with Special Educational Needs and Disability
- liaising with and advising teachers and learning support assistants (LSAs)
- maintaining the school's SEND register and overseeing the records on all pupils with Special Educational Needs and Disability
- liaising with parents/carers of children with Special Educational Needs and Disability
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, and health and social services
- providing information to the governing body.

At Haseltine Primary School we acknowledge the importance of this role and the time required for managing Special Educational Needs and Disability. The SENDCo will be given sufficient time for administration and monitoring. Clerical support will also be given if necessary.

Monitoring Pupil Progress
At Haseltine pupils' progress is constantly monitored. Every half term we look closely at groups and individuals to ensure every pupil is making the expected progress or above. When a pupil is making less than expected progress the class teachers will provide additional support and/or appropriate interventions for that pupil, as recorded on the class provision map, to enable him/her to accelerate their progress. This is monitored with a view to putting in place further support if the pupil continues to make less than expected progress.

Identification and Assessment of SEND
The class teacher is the first point of contact for parents/carers who may wish to express a concern about some aspect of their child's progress or learning. The class teacher must have knowledge of every pupil's skills and abilities, and find ways of providing appropriate access to the curriculum for each child. The class teacher is the person with key responsibility for devising and delivering support within the classroom which is matched to the pupil's needs.

In collaboration with class teachers, and other professionals where appropriate, and in consultation with parents/carers, the SENDCo decides if a pupil needs to be placed on the SEND register. Each pupil is registered under his/her main presenting or predominant need.

The progress of all pupils in the school is monitored regularly using a range of strategies. These include the Fairlawn and Haseltine Federation Assessment System which records each child's attainment in the core subjects every term, enabling class teachers to track and monitor individual progress and liaise

with the SENDCo to plan further support for any child failing to make sufficient progress. This tracking system ensures that those pupils making insufficient progress can be identified, assessed and targeted for appropriate intervention at the earliest opportunity.

For those children working at pre-key stage 1 levels, we assess them using the pre-key stage standards to ensure that every small step of progress made is tracked and recorded. We also use the AEN progression framework for assessing key pupils.

In addition to tracking individual pupil progress over time we look at progress in other areas, for instance communication and interaction or social and emotional skills.

Quality First Teaching

At Haseltine all class teachers are fully aware of their responsibility and accountability for the progress and development of the pupils in their class - including those pupils who access support from learning support assistants or specialist staff - through the delivery of high quality teaching differentiated for individual pupils as the first step in responding to pupils who have or may have SEND.

Teacher Concerns

In order to meet the needs of individual pupils and gain additional support from other agencies it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet his/her needs. This should be done in collaboration with the SENDCo. The pupil's parents/carers should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the pupil and raise any concerns they may have. Concerns raised by parents/carers and conversations or meetings with them around their child's needs must be recorded and kept on the child's file to, support and inform the graduated approach to his/her SEND.

A Graduated Approach to SEND Support

Where a pupil's 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, he/she is identified as having SEND and is placed on the school's SEND register and the school then puts in place SEND support. This takes the form of a four-part cycle referred to as **'Assess-Plan-Do-Review'**:

- **Assess:** a clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services.
- **Plan:** the teacher and SENDCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do:** the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENDCo, any learning support assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- **Review:** the effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENDCo in consultation with the parent/carer and any external support services as appropriate, and changes to the support are then agreed upon as appropriate.

Pupils are removed from the register if and when they are deemed to have responded to support and interventions and are able to make expected or above progress consistently, once support has been withdrawn.

Education, Health and Care (EHC) Plans

The majority of pupils in the school with SEND will have their needs met through the provision of SEND support delivered via the cycle of Assess-Plan-Do-Review, described above. However, where a pupil fails to respond to that process s/he may require an EHC needs assessment in order for the LA to decide whether it is necessary to make provision through an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

EHC plans are reviewed annually by the school in collaboration with the Local Authority and any external agencies involved in the support of the pupil.

Transfer to Secondary School

The SENDCo attends Lewisham's Information Sharing days and passes on all relevant information to the receiving secondary schools about Year 6 pupils who have had additional needs or support during their time at the school. In addition, when organising the annual reviews, Haseltine Primary School will consider the following points before the pupil's transfer to secondary school:

- The move to secondary school will be considered in the review in Year 5.
- In most cases it is possible in the Year 5 review to give clear recommendations on the type of provision the pupil will require at secondary stage.
- Parents/carers will be encouraged to visit the secondary schools to consider the options available to them.
- The pupil's EHCP should be amended in good time in the year of transfer in the light of recommendations made in the annual review, the parents'/carers' views and preferences and the response to consultation by the LA with the school or schools consulted with.
- It is important for placements to be finalised as early as possible in order for advance arrangements to be made.
- The SENDCo of the receiving school will be invited to the final annual review.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Wherever possible pupils are involved in monitoring and reviewing their progress.

Curriculum Access and Provision

The staff at Haseltine has a responsibility to provide a broad and balanced curriculum for all pupils. The national curriculum is the starting point for planning a school curriculum which meets the specific needs of individuals and groups of pupils, and is modified by class teachers to provide effective learning opportunities for all pupils, through differentiation in planning and implementation. Such differentiation allows for the development of a more inclusive curriculum which provides all pupils with relevant and appropriately challenging learning, so addressing the diversity of individual learning needs in the school.

Pupils with SEND will be enabled to access the curriculum through the specialist SEND provision made as appropriate to their needs, taking into account their individual wishes and those of their

parents/carers. Every effort will be made to educate pupils with SEND alongside their peers in the classroom where this is reasonable for their needs.

The range of provision includes:

- class-based small group support from the class teacher or allocated learning support assistant (LSA).
- Individual or small group interventions out of class from the LSA.
- differentiation of resources.
- alternative methods of recording, eg. writing frames/mind maps/voice recognition technology.
- provision of specialist equipment according to need.
- access to external advice/services, continuing professional development for staff.

The school recognises the importance of continuing professional development for all teaching and support staff to ensure the progress of all pupils including those with SEND. In-class provision and support are deployed effectively to ensure that learning is differentiated appropriately and that progress is maximised.

Funding

Funding for SEND comes from the Additional Educational Needs (AEN) budget.

Pupils who have an EHC plan receive top-up funding from Lewisham, in addition to the £6,000 of devolved SEND funding to which all children at the SEN Support stage of the SEND Code of Practice have access as appropriate to need. This top-up funding is banded according to the level of individual need, and is spent on additional adult support and/or resources as appropriate to the needs of the pupil. Funds from the SEND budget are used to subsidise EHC plans.

Governors monitor the allocation and expenditure of these resources in two ways. The SEND link governor has regular meetings with the SENDCo, who provides a written report for governors each term. The school's business manager, Rosamund Clarke, monitors SEND expenditure against the allocation.

Record keeping

Records on all children with SEND are stored in individual files and are securely locked away. These are maintained throughout the pupil's time in the school and forwarded on to the pupil's next school as necessary. Where a pupil moving to another school is no longer on the SEND register the SENDCo will share with the next school the pupil's SEND history and send on, by personal or recorded delivery, any documentation which may continue to be relevant, eg. agency assessment reports. Any documentation which is no longer relevant and so not required by the next school will be shredded.

All class teachers are provided with an additional educational needs (AEN) folder at the start of the school year. This contains information on each child including any documentation on individual children such as agency assessment reports. These files are updated throughout the year as new information comes in on any pupil, or when pupils with SEND transfer to Haseltine within the school year.

Partnership with Parents/Carers

The school works in close partnership with parents/carers. We do so by:

- enabling parents/carers to play an active and valued role in their child's education.

- providing workshops linked to areas of the curriculum to enable them to support their children's learning.
- keeping parents/carers informed, offering support during periods of assessment and any related decision-making process about SEND provision.
- working effectively with all other agencies supporting pupils and their parents/carers.
- working to ensure that parents/carers are confident that the school will listen to their views and concerns and act on these appropriately and immediately.
- ensuring that all parents/carers can access information provided by the school.
- focusing on developing the pupil's strengths as well as areas of additional need.

Supporting pupils with Medical Conditions

The staff and governors of Haseltine Primary School are wholly committed to pursuing a policy of inclusive education that welcomes and supports pupils with medical conditions. Our aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. ***(Full details on the arrangements to meet the needs of pupils with medical conditions are set out in the Supporting Pupils with Medical Conditions Policy.)***

Links with the Health Services, Social Services and Education Welfare Service

Pupil's medical needs are recorded by parents/carers on the child's school admission form. Where these affect in any way the pupil's access to the curriculum or participation in school life the school will comply with its duties under the Equality Act 2010. Where there is a care plan in place, eg. for a child who has an epipen for allergies, the SENDCo will liaise with the parent/carer to ensure that this is updated as appropriate by the relevant medical personnel. Information is provided to the pupil's class teacher and class LSA within their class AEN file, and medication is stored safely in the classroom medical box in individual labelled ziplock bags along with the pupil's care plan, where one has been provided, and a log book for recording each occasion on which the medication is issued. The school cook is provided with a current record of all pupils with allergies, which she stores in her office, and each pupil with an allergy is given a lanyard bearing his/her photo, name and nature of allergy, to wear around his/her neck in the restaurant at lunchtime.

Every adult in the school completed the KITT online epipen training course in the last academic year. Those adults new to the school this year will have completed this by the end of the Autumn term. When there is a pupil in the school with diabetes the school works closely with the specialist diabetes nurse team which delivers training to relevant staff in school on an annual basis.

The SENDCo is responsible for liaising with the agencies based at the Kaleidoscope Centre for Children and Young People in Lewisham, and with the school health team as required.

The Head Teacher is responsible for liaising with children's social care within her role as designated safeguarding lead, as is the SENDCo within her role as deputy designated safeguarding lead. The SENDCo attends child protection case conferences and core group meetings, for which class teachers are required to provide confidential pupil reports.

Referrals to all agencies based at Kaleidoscope are made by the SENDCo, with parent/carer consent.

Accessibility

Haseltine Primary School has a duty to prepare an accessibility plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the curriculum.

- increase the physical accessibility of school premises for disabled pupils in as far as is practicable.
- improve the delivery to disabled pupils, as appropriate to individual need, of information provided in writing for pupils who are not disabled.

This accessibility plan will be reviewed annually.

Complaints Procedures
In the first instance, parents'/carers' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the whole school complaints policy.

If there continues to be a disagreement with regard to the SEND provision, the LA/other advisory body should make arrangements which include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to a SEND tribunal at any stage.

More detailed information can be found in the SEND Code of Practice 2014.

Evaluation
This policy will be the subject of continuous review by the headteacher, SENDCo and SEND Governor. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

Written by: Ellie Whilby

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