



St Hilda's C.E. Primary School

Special Educational Needs and / or Disabilities (SEND) Policy 2025 - 26

At St Hilda's Church of England Primary School, we nurture children to become respectful British citizens and achieve their potential. Together we unite to discover, value and develop the aspirations of each individual within a trusted, caring community.

Teach me knowledge and good judgement for I trust your commands. Psalms 119:66

Intent

At St Hilda's CE Primary School, we believe it is important to consider the needs of all children and that all children are entitled to a broad and balanced curriculum.

Every effort is made to identify and assess children with additional educational needs as early as possible and to provide differentiated tasks according to their needs.

It is our aim to keep parents and carers fully informed at every stage of their child's development and where possible children will be involved in the monitoring of their own progress to promote independence.

We value the knowledge, views and experience of pupils, parents and carers, and feel that the most effective assessment and provision can be achieved when there is a partnership between parents, children, outside agencies and our school.

St Hilda's CE Primary School takes into account the statutory requirement of the **Special Educational Needs Code of Practice 0 - 25 (2014)** and has been written with reference to the following guidance and documents:

Children and Families Act (2014);

the school's **SEND Information Report** (see website);

Supporting children at school with medical conditions (2014);

Equality Act 2010: advice for schools DfE Feb 2013

An inclusive education is implemented with a graduated response, matching the level of support to the requirements of the child, in accordance with guidelines.

Every teacher at St Hilda's CE Primary School is a teacher of every child including those with special educational needs and/or disabilities.

Inclusion Statement

St Hilda's CE Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

All children, including those who have been identified as more able, will be given opportunities within lessons and through extra-curricular activities to use and develop their gifts and talents.

Implementation

Aims and Objectives of the Policy

At St Hilda's CE Primary School, we aim to:

- support children to make choices for themselves from an early age and support them in making friends and staying safe and healthy;
- ensure that all our pupils, including vulnerable groups and those with disabilities and additional needs¹, have access to a broad and balanced curriculum, including the National Curriculum;
- have awareness amongst staff that many children will have additional educational needs throughout or at some stage during their school career, and that these needs will be identified and then met within the classroom situation;
- respect the choice and control of parents and carers, provide support and information about learning difficulties and disabilities and ensure that they are fully involved in the assessment processes including those for Education Health and Care Plans (EHCP);
- encourage the support of other agencies as we recognise that they play a vital role in the child's education;
- ensure that planned activities are matched to ability through quality first teaching to ensure that all learners are challenged and can achieve;
- remove barriers to learning for pupils with disabilities and additional educational needs through support, differentiation and organisation of the school environment;
- ensure staff members are clear about their roles and responsibilities regarding effective provision for all children including those with SEND;
- play an active role in the successful preparation for adulthood including independent living and employment;

Storing and Managing Information

Information about a pupil's SEND is confidential and will only be communicated to external agencies with parental consent, unless the school has safeguarding concerns. Relevant information may be shared between the Senior Leadership Team, Senior Management Team and class teachers, where applicable. The information that school holds is always shared with other educational settings, when a pupil joins or leaves the school. Pupil information is stored on the school management information system, *Integris G2*, and the school server. Information is also stored on EduKey. In addition, paper copies of SEND information may be securely held by the SENDCo. Class teachers and support assistants also hold SEND information, which is stored in classrooms. Pupil Intervention sheets and any other individual information deemed necessary for access by the class teacher/support assistant are also held as paper copies. These files are accessed by school staff, when necessary, with the understanding that contents are not photocopied or shared further. In addition, a list of pupils on the SEND, Medical and Asthma registers with details of the primary SEND or medical need are stored on the school network and *Integris G2*.

Transfer information is sent via S2S, through the post or via email. Information for pupils who are no longer on the SEND register is held using the aforementioned systems.

Responsibility for Co-ordination of Inclusion and SEND Provision

Although provision for children with a special educational need and/or disability is a matter for the school as a whole², the Special Educational Needs Co-ordinator (SENDCo) is Mrs Kate Graham, who is responsible for the implementation of the SEND policy, and the co-ordination of educational provision for pupils with special needs. The SENDCo is not a member of the SLT. However, the advocate for SLT is Mrs Heather Codling.

Supporting Pupils and Families

On admission to school, parents and carers are required to complete a form indicating any identified need or disability their child may have and outlining which (if any) support agencies are/have been involved. We strive to gain access to SEND data from previous schools. We share appropriate data if and when children leave St Hilda's C.E. Primary School. This may be through telephone conversations, post or email.

Details of our Admissions Policy and the school SEND Information Report can be found on our school website.

Details of Oldham Council's Local Offer can be found on their website at: www.oldham.gov.uk/localoffer
www.oldham.gov.uk/whatisthelocaloffer

¹ See Appendix for definition of Disability and Special Educational Needs.

² Roles and responsibilities of all parties are detailed in the Appendix.

Inclusion of Vulnerable Pupils and those with SEND

- A complete version of the school offer can be viewed on the website.
- Disabled pupils have access to the same activities and parts of the building as all children at St Hilda's C.E. Primary School. We remove barriers through additional support including Support Assistants, specialist equipment, advisory teachers and other interventions.
- The upper and lower floors of the school are accessible by lift.
- Accessible toilets are in place on the ground floor.
- Personal emergency evacuation plans (PEEPs) are in place for vulnerable pupils.
- An evacuation mat is available to facilitate the safe exit of people with disabilities in case of fire or emergency.
- Wheelchair users can gain access to the building via the main entrance. There is lift access to the lower ground and upper floor.
- The staff have access to magnifiers for pupils with visual impairments.
- We adopt a policy of walking on the left to organise the flow of pupils around school and minimise accidents
- Staff members can use a radio transmitter to communicate effectively with hearing impaired children who have access to a receiver.
- Classrooms and corridors are sizeable and accessible.
- Signage is appropriately sized and positioned.
- Risk Assessments are in place for pupils who have been identified as requiring one.

Information about the school's policies for the identification, assessment and provision for vulnerable pupils, those with SEND and/or who are disabled.

- Early identification, followed by a graduated response³ to SEND is vital to meeting the needs of all pupils at St Hilda's CE Primary School.
- All class teachers are responsible for the initial identification and assessment of pupils with SEND and must inform the SENDCo of any child with SEND in their care.⁴ They will discuss their concerns with parents and complete an Initial Concerns Form. We use a range of methods to identify SEND. These can be administered by the SENDCo, Support Assistants and the Class Teachers.
- Regular Target Setting and Pupil Progress meetings between class teachers and the Senior Leadership team ensure that pupils who are making insufficient progress, despite receiving differentiated learning opportunities, can be quickly identified.
- Where progress is judged to be inadequate, it will be necessary to take some additional and/or different action in order to ensure progress in future. This action will be planned in the form of an **Integrated Assessment Plan (IAP)** and/or a **Provision Plan**; a **Medical Health Care Plan** or **Behaviour Plan** and the pupil may be placed on SEND Support following consultation with parents or carers.
- All personal targets are to be written by the class teacher, with guidance from the SENDCo if required. Class teachers ensure that information is accessible to all those involved in the SEND provision for a child. Completed documents will be stored centrally and on EduKey.
- Pupils with SEND need the same amount of teacher-time as the rest of the pupils in their class. Class teachers ensure there is an equal balance of all pupils working with the teacher in every subject.
- Wherever possible, pupils should be assessed at age-related expectations. However, if a pupil is working at targets from a younger year group, this needs to be moderated with colleagues in that year group.
- The role of the support assistant is to give any child the fullest possible support in or outside of the classroom, to help them to access the curriculum, activities and facilities and to make progress. Support staff do not discuss progress or issues of concern with parents/carers. They refer all enquiries to the class teacher.
- Person Centred Review meetings take place three times a year and ensure that parents, carers, teachers and pupils are aware of progress and next steps. Parent and pupil views are sought and recorded at these meetings for pupils with additional needs. All parties involved evaluate and update targets, as well as sharing next steps. This information is added to the **Integrated Assessment Plan (IAP)** or **Provision Plan**. **Medical Health Care Plans** and **Behaviour Plans** may also be updated following these meetings.
- Any outside agency involvement must be logged by the class teacher on EduKey and be discussed with parents or carers.

³ The graduated response is highlighted in red below.

⁴ A list of the triggers for intervention can be found in the Appendix

- The SENDCo and, if appropriate, Headteacher will regularly meet with outside agencies such as ACNS, QEST and EPS to discuss, plan and implement strategies that are identified as either whole school, individual or group needs.
- If progress remains inadequate under the provision for SEND Support, the parents or school may request that the LA begin a needs assessment, with a view to the LA providing an **Education, Health and Care Plan (EHCP)**.
- In order for a request for an EHC needs assessment to take place, outside agencies would usually be involved; with agreement to apply for statutory assessment being made at a multi-agency meeting or via written advice.

Criteria for Exiting the SEND Register

- Some children remain on the SEND register throughout their whole school career. However, some children, after receiving the appropriate provision, are deemed to no longer have a SEND. Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, they are removed from the SEND register. If emotional/social issues have resolved, the pupil may also be removed from the SEND register. However, it should be noted that we may, in some instances, decide to hold the pupil on the SEND register for low-level monitoring purposes.

Access to the Curriculum, Information and Associated Services

- At St Hilda's we strive to provide a 'Guarantee of Experience' to all our pupils, endeavouring to address barriers to learning in whichever form they are presented.
- All pupils have an entitlement to a broad, balanced and relevant curriculum which is appropriately differentiated in order to meet their needs as effectively as possible.
- We provide a supportive and positive school and classroom environment in which rules and routines are consistently applied, expectations are clear and rewards and sanctions are age appropriate and consistent. Further detail can be found in the school Behaviour Policy.
- Pupils are exposed to positive adult role models of learning, language and social behaviour.
- We provide a supportive and positive school and classroom environment in which rules and routines are consistently applied, expectations are clear and rewards and sanctions are age appropriate and consistent. Further detail can be found in the school Behaviour Policy.
- Staff in school use a range of strategies to meet the individual needs of pupils. Lessons are placed in context with clear success criteria and are differentiated to meet the needs of individuals as appropriate. Formative and summative assessment takes place regularly in order to inform planning and track the progress of pupils.
- The progress of all pupils in school is reviewed termly via Pupil Progress Reviews. The parents of pupils with Education, Health and Care Plans and pupils in receipt of SEND Support are also invited to review their child's progress annually at a Person-Centred Review.
- All of our pupils are encouraged to participate in educational trips and visits. Visits and pupil need are assessed on a case by case basis and appropriate adaptations to enable the participation of all pupils is made where necessary.
- Enrichment clubs and activities are advertised to all pupils and any adaptations made where necessary.
- Parental engagement and involvement in school life is actively encouraged. Initial contact can be made via the school office, where bilingual staff are available. The school Parent Support Adviser is readily available to support parents in personal advocacy or queries/concerns about their children.
- We support pupils in a variety of ways in order to maximise learning. Pupils may receive support to access the learning offered within the classroom. They may spend time working in a small group/individually within or outside of the classroom. Some pupils may access individual interventions which take place outside of the classroom; these may have a curriculum or pastoral focus.
- Vulnerable groups have the same opportunities as all children at St Hilda's C.E. Primary School. We remove barriers to learning through quality first teaching and additional support, including Specialist Support Assistants, Teaching Assistants, specialist equipment and other interventions.
- We work with outside agencies such as QEST, AEN VI/PI Team and parent support advisors to ensure best practice for vulnerable groups.
- Additional opportunities for vulnerable groups are sought through outside agencies and local schools.
- Information is shared in an accessible way with pupils, parents, carers, Support Assistants and teachers through Person Centred Reviews, Parent Review Days and Target Setting/Pupil Progress meetings.

Supporting pupils at school with medical condition

- At St Hilda's we recognise that pupils with medical conditions need appropriate support to fully access a broad and balanced curriculum. Some pupils with medical conditions may have a disability and where this is the case, the school complies with its duties under the Equality Act 2010.
- For pupils who have an Education, Health and Care Plan, the SEND Code of Practice will also be adhered to.
- Further information on the management of medical conditions in school can be found in our Management of Medical Conditions in School Policy which is available on the school website.

Personal Care

- We follow Oldham LEA's Guidance for Safer Working Practice for Adults working with Children and Young People to ensure that young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. We strive to ensure this supervision is appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.
- Where a child has personal care needs, we aim to ensure that their needs are met sensitively and by a limited number of staff members.

Evaluating the Success of Provision for Pupils with SEND

- The Governor responsible for SEND provision at St Hilda's CE Primary School are Mrs Elizabeth Scoltock and Mrs Julie Lait.
- The Governing Body monitors and investigates parental complaints regarding SEND provision in line with the complaints procedure.
- The quality of provision for all learners is regularly monitored by the Senior Leadership Team and Senior Management Team. This is undertaken via rigorous staff appraisal, lesson observation, work scrutiny and learning walks. Termly pupil progress reviews involving monitoring of data, targets, predictions and progress are carried out. Where applicable, these are attended by the SENDCo in order to discuss the individual needs of pupils and their progress. Monitoring of SEND interventions and provision in class is carried out by the SENDCo via the routes detailed above.

Bullying

- Details of our Behaviour and Discipline Policy can be found on our school website.

Complaints Procedure

- Complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the SEND Information Report available on the website.

Information about the school's Staffing Policies and Partnership with Agencies beyond the school.

In-service training

- St Hilda's receives SEND funding via the National SEND budget and High Needs budget. The training needs of school staff are identified via the School Development Plan, through individual Appraisal reviews and in response to the needs of individual pupils. The SENDCo attends CPD and network meetings in order to keep up to date with local and national SEND developments. In-service training for Special Educational Needs and/or Disabilities is identified and linked to the individual needs of pupils and is attended by staff as and when it is appropriate and through Target Setting/Pupil Progress meetings and Performance Management Cycles

Links to support services

- The school works in partnership with a range of external agencies and charities e.g. QEST, School Health Advisor, Educational Psychology Service, Speech and Language Therapy, POINT, CAMHS and Health and Social Services.

Working in partnership with parents

- Partnerships with parents and carers are valued by staff and the school and are secured by Person-Centred Reviews and opportunities for parents to make appointments to see the Class Teacher, SENDCo or Senior Management Team.
- Yearly transition meetings between the current and successive class teachers (and, if necessary, parents/carers, the SENDCo, Specialist Support Assistants, and representatives of agencies involved in the SEND provision for the child) enable a smooth transition for the child and an opportunity for dialogue.

- As a school, we identify vulnerable families and direct them to the work and support of the parent support advisors and local and national charitable organisations e.g. POINT (Parents of Oldham in Touch) and the Early Help team.

Links with other school

- We welcome collaboration between our school and other schools.
- We collaborate with parents/carers and pre-school providers to support transition into Nursery and Reception.
- We follow LA guidelines for the transition of pupils from Year 6 to Year 7 and arrange additional transition support for vulnerable groups involving the Learning Mentor and teaching assistants with experience in transition visits.

Links with other agencies and voluntary organisations

- We welcome collaboration with external agencies.
- When necessary, we involve outside agencies such as QEST, EPS, SALT, AEN VI/PI Team and parent support advisors to ensure best practice for vulnerable groups.
- We provide evidence of the graduated response to the outside agencies concerned.
- We use a person-centred approach during meetings involving multiple agencies.

Appendix

What are special educational needs?

Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.⁵

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has 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 schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language which they are taught.

At some time in their school careers all children may have SEND, which need to be identified at an early stage. Children will have needs and requirements which may fall into at least one of four areas. Many children will have interrelated needs.

The areas of need are:

- **communication and interaction needs** (e.g. speech and language difficulties, autistic spectrum disorders);
- **cognition and learning needs** (e.g. moderate, severe or profound learning difficulties characterised by low/ very low attainment across the curriculum or specific learning difficulties which there is a mismatch in the child's potential and their actual performance in specific skill areas e.g. dyslexia or dyspraxia);
- **social, emotional and mental health needs** (e.g. pupils who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs);
- **Sensory and/or physical needs** (e.g. profound and permanent deafness or visual impairment, to lesser levels of loss, which may only be temporary (glue ear), physical impairments arising from physical, neurological or metabolic causes including cerebral palsy, spina bifida etc);

The triggers for intervention

The triggers for intervention are the teachers or other concerned parties, underpinned by evidence, about the child who despite receiving differentiated learning opportunities and/or appropriate pastoral support/behaviour management:

- makes little or no progress, even when teaching approaches are targeted, particularly in a child's area of weakness;
- shows signs of difficulty in developing Literacy and/or Numeracy skills which results in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not resolved with a range of behaviour management techniques;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

Adequate Progress

Adequate progress is defined as progress which meets one or more of the following:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates an improvement in the child's behaviour;

⁵ Definitions taken from the SEND Code of Practice 2014

Overview of roles and responsibilities for inclusion and SEND

Governing Body

- in conjunction with the Headteacher, decide the school's policy and approach to meeting the needs of pupils with SEND;
- ensure that provision for SEND pupils is in place and promotes high standards - this includes monitoring funding streams and how resources including staff are used and deployed to support children with SEND;
- ensure that objectives are set for SEND as part of the performance management framework;
- appoint a 'responsible person' to ensure that all involved with teaching pupils with EHC Plans are informed about content;
- select a SEND governor to oversee the school's SEND arrangements (non-statutory, but most governing bodies follow this approach);
- ensure that pupils with SEND are fully involved in school activities;
- report to parents on the success of the school's SEND policy and provision including deployment of additional funds;
- have regard to the Code of Practice when carrying out responsibilities towards SEND pupils;
- ensure sure that parents of SEND pupils are notified of the provision for their child;
- be fully involved in the development of, and subsequent reviewing of, SEND policy;
- ensure that they possess up-to-date knowledge of the school's SEND provision, including funding and deployment of staff/resources;
- ensure that SEND provision is integrated into the School Improvement Plan;
- ensure that SEND provision is consistently monitored;
- support the SENDCo in the use of ICT in order to better manage SEND;
- review the effectiveness of the SEND Policy annually;

SEND Governor

- review the budget for SEND;
- meet regularly with the SENDCo;
- implement Complaints Procedure as set out in the SEND Policy;

Headteacher

- work closely with Governing Body to fulfil aims set out above;
- disseminate budget to SENDCo;
- review SEND budget with SENDCo;
- implement Support Assistant support;
- ensure Annual Reviews take place;
- inform Governors of SEND issues on a regular basis;
- ensure SEND Policy is in place;
- ensure training needs of SENDCo and support staff are met;
- ensure Accessibility Plan is in place;
- facilitate Performance Management of support assistants;

SENDCo

- administer or arrange for diagnostic testing as required;
- liaise with Headteacher / Class Teachers /outside agencies and other professionals as required;
- organise Annual Reviews;
- provide evidence of progress of children with SEND;
- liaise with the Senior Leadership Team to advise on deployment of support assistants;
- oversee the day-to-day operation of the school's SEND policy;
- co-ordinate provision for children with SEND;
- liaise with the relevant Designated Teacher where a **Looked After Pupil** has SEND;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents of pupils with SEND;
- liaise with Early Years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies

- act as a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensure that the school keeps the records of all pupils with SEND up-to-date;

Class Teacher

- have high ambitions and set challenging targets;
- adapt teaching approaches to reflect the range of needs within the class;
- be aware of school's SEND Policy;
- report progress to parents during Person-Centred Review meetings once a year and through Parent Review Days twice a year;
- regularly review targets with child and parents;
- monitor progress;
- identify on planning deployment of additional support and/or resources;
- make provision which is 'additional to and different from' what is available for all pupils;
- make accurate classroom assessments;
- write IAPs, care plans and targets to address actual needs;
- match activities to targets and care plans;
- reflect and address the EHCP Objectives in targets;
- respond to any feedback / queries parents may have;
- keep parents updated about the wellbeing and engagement of their child;
- plan for and make effective and efficient use of support assistants;
- monitor and evaluate the work of support assistants to measure impact on progress;
- use appropriate resources for SEND within the classroom;
- provide opportunities for progress in lessons;
- provide equality of access in content, tone, difficulty and relevance of lessons;
- use assessments to give feedback and adjust lessons;
- enable pupils with SEND to participate in class and around the school;
- where a pupil's learning takes place outside of the pupils' classroom, take responsibility for planning and monitoring provision;
- monitor effects of support arrangements on well-being in class and in withdrawal sessions;
- make effective arrangements for therapy and medical provisions;
- monitor the effects of SEND on the well-being of pupils during pupil mentoring meetings;

Support Assistant

- be aware of the school's SEND Policy;
- liaise with Class Teacher and SENDCo about individual children;
- record progress of the children as required by the class teacher, SENDCo or other professionals;
- contribute to Learning Plans, Integrated Assessment Plans (IAPs) and target setting;

Parents

- support the child as necessary;
- liaise with school as necessary;
- attend reviews/meetings on a regular basis;

Child

- be aware of and discuss targets with class teacher/ SENDCo;
- attend review meetings if appropriate;
- understand the provision that is in place;
- be aware of their progress and know when they are making progress;

Related documents:

- St Hilda's CE Primary School SEND Information Report
- St Hilda's CE Primary School Asthma Policy
- St Hilda's CE Primary School Management of Medical Conditions in School Policy
- St Hilda's CE Primary School Single Equality Policy
- St Hilda's CE Primary School Admissions Policy
- St Hilda's CE Primary School Mental Health and Wellbeing Policy
- St Hilda's CE Primary School Behaviour Policy
- St Hilda's CE Primary School Complaints Policy