

Special Educational Needs & Disabilities **@ Clover Hill**



Policy written: July 2023

Policy written by: Sara Farnaby (SENDCo)

Policy approved by:



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Key Staff

Headteachers	Ms L Hall & Mrs A Holden
SENDCo	Mrs S Farnaby
Designated Governor for SEND	Alan Robson






1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

-  Make sure our school fully implements national legislation and guidance regarding pupils with SEND
-  Set out how our school will:
 - ✓ Support and make provision for pupils with special educational needs and disabilities
 - ✓ Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - ✓ Help pupils with SEND fulfil their aspirations and achieve their best
 - ✓ Help pupils with SEND become confident individuals living fulfilling lives
 - ✓ Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - ✓ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
 - ✓ Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
 - ✓ Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

At Clover Hill Primary School, we place considerable importance on the provision of a culture:


-  Of equal opportunities for all children regardless of their age, ability, religion, gender or culture.
-  In which all members of our school community are treated with respect.
-  In which all members of our school community have their individual needs and strengths recognised.
-  Which enables everyone to achieve their potential.
-  Which enables all children to gain access to a broad and balanced and appropriately adapted curriculum.

3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

-  [Part 3 of the Children and Families Act 2014](#),

[The Special Educational Needs and Disability Regulations 2014](#),

-  The [Equality Act 2010](#)
-  The [Public Sector Equality Duty](#)
-  The [Governance Handbook](#)
-  The [School Admissions Code](#)

4. Inclusion and Equal Opportunities

At Clover Hill, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.



We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

4.1 Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

-  A significantly greater difficulty in learning than most others of the same age, or
-  A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability







Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

At Clover Hill, we will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Description
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils with Autistic Spectrum Condition often have needs that fall in this category and so those with Speech, Language and Communication Needs</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <p>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as:</p> <ul style="list-style-type: none"> Dyslexia, dyscalculia and dyspraxia Moderate learning difficulties Severe learning difficulties <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> Mental health difficulties such as anxiety, depression or an eating disorder Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Physical and Sensory	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ✿ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ✿ A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

5.1 The SENDCo

The SENDCo at our school is Sara Farnaby

who will:

- ✿ Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- ✿ Work with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school
- ✿ Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ✿ Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- ✿ Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- ✿ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ✿ Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- ✿ Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- ✿ When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- ✿ Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ✿ Make sure the school keeps its records of all pupils with SEND up to date and accurate
- ✿ With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ✿ With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- ✿ Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- ✿ With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- ✿ Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- ✿ Do all it can to make sure that every pupil with SEND gets the support they need
- ✿ Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- ✿ Inform parents when the school is making special educational provision for their child
- ✿ Make sure that the school has arrangements in place to support any pupils with medical conditions
- ✿ Provide access to a broad and balanced curriculum
- ✿ Have a clear approach to identifying and responding to SEND
- ✿ Provide an annual report for parents on their child's progress
- ✿ Record accurately and keep up to date the provision made for pupils with SEND
- ✿ Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- ✿ Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- ✿ Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- ✿ Determine their approach to using their resources to support the progress of pupils with SEND

5.3 The SEND link governor

The SEND governor will:

- ✿ Help to raise awareness of SEND issues at governing board meetings
- ✿ Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- ✿ Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

5.4 The Headteacher

The Headteacher will:

- ✿ Work with the SENDCo and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school
- ✿ Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ✿ Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- ✿ Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- ✿ Make sure that the SENDCo has enough time to carry out their duties
- ✿ Have an overview of the needs of the current cohort of pupils on the SEND register
- ✿ Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- ✿ With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- ✿ With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- ✿ With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class Teachers

Each Class Teacher is responsible for:

- ✿ Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- ✿ The progress and development of every pupil in their class
- ✿ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- ✿ Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- ✿ Ensuring they follow this SEND policy and the SEN information report
- ✿ Communicating with parents regularly to:
 - ✓ Set clear outcomes and review progress towards them
 - ✓ Discuss the activities and support that will help achieve the set outcomes
 - ✓ Identify the responsibilities of the parent, the pupil and the school

Listen to the parents' concerns and agree their aspirations for the pupil

5.6 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- ✿ Invited to termly meetings to review the provision that is in place for their child
- ✿ Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- ✿ Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- ✿ Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- ✿ Explaining what their strengths and difficulties are
- ✿ Contributing to setting targets or outcomes
- ✿ Attending review meetings
- ✿ Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

Clover Hill Primary School publishes a SEND Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

a. High Quality Teaching and the Graduated Approach to SEND

All children at Clover Hill receive High Quality Teaching. High Quality Teaching is the term we use to describe the (often invisible) support that all learners, regardless of need, are given to ensure that they make the best possible progress and achieve their potential. This forms the basis of our Universal Offer and is all that the majority of children need to thrive and make progress. This progress is closely monitored by teaching staff and will build on information from previous settings and teachers. When concerns arise, such as a child who:

- ✿ Is significantly slower than that of their peers starting from the same baseline,
- ✿ Fails to match or better their previous rate of progress,
- ✿ Fails to close the attainment gap between them and their peers,
- ✿ Widens the attainment gap,
- ✿ Displays anxiety or problems with friendships or social interaction,

we provide Targeted Support through small group interventions and small adaptations with the intention of closing gaps and alleviating concerns. Children receiving this level of support are given a One Page Profile which states their strengths and needs; includes parent and pupil comments and also states the ways in which High Quality Teaching supports them in school. This is shared with all relevant teaching staff to ensure consistency of approach.

Progress and development of children with a One Page Profile is closely monitored and where concerns remain after a term, teachers speak to the SENDCo about whether this lack of progress may be due to a special educational need and whether placing the child on the SEND Register so that they can receive Personalised Support is warranted. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Children on the SEND Register require support that is 'additional to and different from' universal provision. At this point, teachers meet with parents to discuss concerns, support given to date and to obtain consent for the child to be placed on the SEND Register. Teachers will work with parents to share concerns, identify the child's strengths, interests and needs and to set **Specific, Measurable, Achievable, Realistic and Timely** (SMART) targets for improvement. This will form the basis of the child's individual Learning Support Plan which will be shared with parents at least twice per year as part of the Assess, Plan, Do, Review (ADPR) cycle – see information below. All staff that work with the child will be aware of the plan that is in place and the support that is required.

The ADPR Cycle

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in a Learning Support Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem-solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.




We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

After two cycles of ADPR, or sooner in some cases, if the desired progress is not evident and sufficient progress is not being made, school may consult an external specialist for further guidance. Specialist advice is available to school in these situations from the Hint Incidence Needs Team, Low Incidence Needs Team or the Educational Psychology Service within Gateshead Authority.

If a pupil is joining the school, and:

-  Their previous setting has already identified that they have SEND
-  They are known to external agencies
-  They have an Education, Health and Care Plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

A significant benefit of our inclusive High Quality Teaching approach is that support is based on need as presented in school rather than diagnosis. This means that we do not need to hold back support whilst children are on waiting lists. It also means that, in many cases and even with a diagnosis, children do not require any support that is 'additional to or different from' universal provision.

Pupils who need more support than is available through the school-based SEN provision may be entitled to an Education, Health and Care Plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, the outcomes sought and is reviewed annually.

b. Consulting and involving pupils and parents

Clover Hill Primary School puts the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- ✿ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ✿ We take into account any concerns the parents have
- ✿ Everyone understands the agreed outcomes sought for the child
- ✿ Everyone is clear on what the next steps are
- ✿ Notes of these early discussions will be added to the pupil's record and given to their parents.
- ✿ We will formally notify parents if it is decided that a pupil will receive special educational provision.

c. Evaluating the effectiveness of SEN provision

At Clover Hill, the SENDCo is responsible for monitoring the effectiveness of SEND provision; this is done by:

- ✿ Tracking pupils' progress, including by using provision maps
- ✿ Carrying out the review stage of the graduated approach in every cycle of SEN support
- ✿ Using pupil questionnaires
- ✿ In-class monitoring by the SENDCo
- ✿ Holding annual reviews for pupils with EHC plans
- ✿ Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with External Professional Agencies

We, as a school, recognise that we won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- ✿ Speech and language therapists
- ✿ Specialist teachers or support services
- ✿ Educational psychologists
- ✿ Occupational therapists or physiotherapists
- ✿ General practitioners or paediatricians
- ✿ School nurses
- ✿ Child and adolescent mental health services (CAMHS)
- ✿ Social services

11. Accessibility Arrangements

Clover Hill is fully accessible to students with physical difficulties.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- ✿ Disabled parking bay
- ✿ Ramped access to building
- ✿ Accessible toilets
- ✿ Induction loop for hearing aid users
- ✿ Contrast edging and dual height rails on stairs and steps
- ✿ Accessible break areas
- ✿ Accessible dining area
- ✿ A private room for administration of medication

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan which is available to view on our school website.

12. Complaints about SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Class Teacher. If the issue is not resolved to their satisfaction, parents are encouraged to speak to the SENDCo or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy which is available on our website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

13. Monitoring the Policy

This policy will be reviewed by our SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year and will be approved by the full governing board.