



**Special  
Educational  
Needs &  
Disabilities Policy**

**PRIMARY  
ADVANTAGE**

**SCHOOLS ACHIEVING  
MORE TOGETHER**

**Primary Advantage**



<b>Table of Contents</b>	
<b>REVISIONS</b>	<b>3</b>
<b>1. OVERVIEW &amp; AIMS</b>	<b>4</b>
<b>2. LEGISLATION &amp; GUIDANCE</b>	<b>4</b>
<b>3. DEFINITIONS</b>	<b>5</b>
DISABILITY	5
THE FOUR AREAS OF NEED	5
<b>4. ROLES &amp; RESPONSIBILITIES</b>	<b>6</b>
4.1 THE SENDCO	6
4.2 THE GOVERNING BOARD	7
4.3 THE SEND LINK GOVERNOR AND LAB LINKS	7
4.4 THE HEADTEACHER	8
4.5 CLASS TEACHERS	8
4.6 PARENTS OR CARERS	8
4.7 THE PUPIL	9
<b>5. OUR APPROACH TO SEND SUPPORT</b>	<b>9</b>
5.1 IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS	9
5.2 CONSULTING AND INVOLVING PUPILS AND PARENTS	10
5.3 THE GRADUATED APPROACH TO SEND SUPPORT	10
5.4 LEVELS OF SUPPORT	11
5.5 EVALUATING THE EFFECTIVENESS OF SEND PROVISION	11
<b>6. PUPILS WITH MEDICAL NEEDS WHO ARE UNABLE TO ATTEND SCHOOL</b>	<b>12</b>
<b>7. EXPERTISE &amp; TRAINING OF STAFF</b>	<b>12</b>
<b>8. COMPLAINTS ABOUT SEND PROVISION</b>	<b>12</b>
<b>9. THE SCHOOL INFORMATION REPORT</b>	<b>13</b>
<b>10. MONITORING ARRANGEMENTS</b>	<b>14</b>
<b>11. LINKS WITH OTHER POLICIES &amp; DOCUMENTS</b>	<b>14</b>

## Revisions

Date	Summary of changes
January 2023	<ul style="list-style-type: none"><li>• addition of section on staff training</li><li>• addition of section on provision mapping</li><li>• addition of section on our approach to SEND Support including provision mapping and the graduated response</li><li>• updates to roles and responsibilities to align with the recommendations included in The Key model policy</li><li>• updates to definitions to align with the recommendations included in The Key model policy</li><li>• Addition of policy for pupils with medical needs who are unable to attend school</li></ul>

## 1. Overview & aims

Primary Advantage is a federation of eight schools working together because we believe our schools can gain many benefits from working collaboratively to improve the provision for children. We are committed to providing all pupils with equal, appropriate access to the curriculum regardless of any special need they may have. We also recognise that some pupils will require amended provision to meet their needs. We intend to secure a culture and ethos in which:

- all pupils are valued and diversity is celebrated;
- all staff recognise their responsibility for ensuring provision for pupils with special educational needs and disability and strive to support access to the curriculum and full range of experiences on offer;
- all pupils have the opportunity to grow, from their different starting points, intellectually, physically, spiritually, socially and emotionally through a carefully planned and balanced curriculum.

This policy complies with the statutory requirements laid out in the SEND Code of Practice together with the Children and Families Act 2014 and Equalities Act 2010. It will be reviewed every three years. In compliance with the Code of Practice, each school has produced a SEND Information Report and this is available from each school's website. This is reviewed annually by each school.

The websites also include a link to the Hackney Local Offer website for parents and children with SEND.

Our schools will:

- challenge prejudice, discrimination and bullying;
- ensure resources are employed and deployed to provide a range of support that is able to match pupils' individual needs as far as possible;
- establish clear structures and procedures to fulfil the requirements of the Code of Practice along with effective monitoring, record keeping and evaluation;
- use robust assessment and early identification processes that will lead to effective support and interventions;
- liaise effectively with parents and carers, working in close partnership with those parents who have a child with special educational needs;
- liaise effectively with external agencies to provide support for children and advice for parents;
- challenge external agencies where necessary to provide the best support for pupils;
- provide training and professional development for staff to ensure high quality provision and expertise.

## 2. Legislation & guidance

This 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](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 3. Definitions

A pupil has Special Educational Needs 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.

#### 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.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### The four 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	
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>Autistic pupils (ASD) often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>

AREA OF NEED	
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"> <li>• Mental health needs such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder</li> <li>• attachment disorders</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<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"> <li>• A Sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 4. Roles & responsibilities

### 4.1 The SENDCO

The SENDCO will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND 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 SEND, 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 SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach (see 5.3) to providing SEND support and adapted 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 SEND and the provision for them are SEND 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 SEND, 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 SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### **4.2 The governing board**

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
- Ensure that every pupil with SEND gets appropriate support
- 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 SEND 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

#### **4.3 The SEND link governor and LAB links**

Each school Local Advisory Board (LAB) appoints a SEND Link member. The Central Governing Board CGB appoints a SEND link governor. The SEND governors and LAB link members will:

- Review the SEND policy
- Be aware of the training undertaken by the SEND LAB Link members
- Where appropriate, share good practice amongst Link members
- Help to raise awareness of SEND issues at governing board meetings and LAB meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing or local board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND offer and provision in the school

#### 4.4 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 SEND, 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 SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### 4.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- Articulate the strategies they have used and the impact the strategies have had.
- The progress and development of every pupil in their class
- Working closely with support staff 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 SEND 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

#### 4.6 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 SEND support outside school and any changes in the pupil's needs

- Attend an annual review meeting for pupils with an EHCP
- 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.

#### **4.7 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.

## **5. Our approach to SEND support**

### **5.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Through the use of the Insight tracker (EYFS) and the Fundamentals Checks (Y1-6), class teachers regularly assess the progress of all pupils and identify any whose progress:

- 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

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slower than expected progress, they will target the pupil's area of need with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English. Staff will also take particular care to take account of the impact of the pandemic on progress.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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.

### **5.2 Consulting and involving pupils and parents**

The school will put 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 about 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.

### **5.3 The graduated approach to SEND support**

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

#### **Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The class teacher will articulate the strategies they have already used and the impact of those strategies. 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.

#### **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 the school's own management information system or provision mapping system and will be made accessible to staff.

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

#### **Do**

The pupil's classteacher 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.

### **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.

## **5.4 Levels of support**

### **Provision Mapping**

Headteachers determine their approach to provision mapping. A [provision mapping checklist](#) can be used to support consistency and compliance.

### **School-based SEND provision**

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **5.5 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including using Fundamentals checks and provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding termly support plan reviews and annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **6. Pupils with medical needs who are unable to attend school**

The roles and responsibilities for pupils unable to attend school are identified in the [Hackney Policy for Specialist Teacher for Medical Needs](#) and in the [Policy for Medical Needs Tuition Service Supporting children with physical and mental health needs- Hackney Education](#).

## **7. Expertise & training of staff**

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

## **8. Complaints about SEND provision**

Concerns or enquiries about provision should be addressed to the class teacher or SENDCO in the first instance.

Complaints about SEND provision should be made to the SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 9. The school information report

The following checklist will be used by schools to write the SIR:

Required information	?
The kinds of SEND that are provided for	
Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the special educational needs and disabilities co-ordinator (SENDCO)	
Arrangements for consulting parents of children with SEND and involving them in their child's education	
Arrangements for consulting young people with SEND and involving them in their education	
Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	
Arrangements for supporting pupils moving between phases of education and preparing for adulthood	
The approach to teaching pupils with SEND	
How adaptations are made to the curriculum and the learning environment of pupils with SEND	
Additional support for learning that is available for pupils with SEND	
The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured	
How equipment and facilities to support children and young people with SEND will be secured	
How the effectiveness of the provision made for pupils with SEND is evaluated	
How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND	
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying	
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families	
Arrangements for handling complaints from parents of children with SEND about the provision made at the school	

Required information	?
Contact details of support services for parents of pupils with SEND	
Named contacts within the school for when young people or parents have concerns	
The school's contribution to the local offer and where the LA's local offer is published	
The arrangements for the admission of disabled pupils	
The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils	
The facilities you provide to help disabled pupils access your school	
How to find your school's accessibility plan	

## 10. Monitoring arrangements

This policy and information report will be reviewed every three years by Headteachers and the Executive Principal. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

## 11. Links with other policies & documents

This policy links to the following Primary Advantage policies:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions
- Teaching, Learning and Assessment Policy

Policy written:	October 2014
Amended/Updated:	February 2020
Adopted by Outcomes & Provisions Committee:	February 2020
Reviewed	January 2023
Adopted by CGB	January 2023
Review date	January 2026

The CGB have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

