

## SEND Policy (Including EHCP)

### Table of Contents

<b>1. Aims .....</b>	<b>2</b>
<b>2. Legislation and Guidance .....</b>	<b>2</b>
<b>3. Definitions .....</b>	<b>2</b>
<b>4. Roles and Responsibilities .....</b>	<b>2</b>
4.1 The SENDCo.....	2
4.2 The Headteacher .....	3
4.3 Class Teachers .....	3
<b>5. Identifying Pupils with SEND: Assessing and Meeting Their Needs .....</b>	<b>3</b>
5.1 Identification & Assessment .....	3
5.2 Consulting and involving pupils and parents.....	4
5.3 Assessing and reviewing pupils' progress towards outcomes; taking SEN into account .....	4
5.4 The Graduated Approach – Assess, Plan, Do, Review: Individual Support Plans (ISPs) .....	5
5.5 Supporting pupils moving between phases .....	5
5.6 Our approach to teaching pupils with SEN.....	5
5.7 Adaptations to the curriculum and learning environment.....	6
5.8 Evaluating the effectiveness of SEN provision .....	6
5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND .....	6
5.10 Support for improving emotional and social development.....	6
<b>6 The Administration of Educational, Health &amp; Care Plans (EHCPs) at HHS.....</b>	<b>7</b>
<b>7 Working With Other Agencies.....</b>	<b>8</b>
<b>8 Complaints About SEN Provision.....</b>	<b>8</b>
7.1 Contact details for raising concerns.....	8
7.2 The local authority local offer .....	8
<b>8 Monitoring Arrangements.....</b>	<b>8</b>
<b>9 Links With Other Policies and Documents .....</b>	<b>8</b>

## 1. Aims

Our SEND Policy aims to:

- Promote and enhance the aspirations and expectations of all pupils identified with Special Educational Needs and/or Disability.
- To provide an inclusive learning environment which focuses on and supports positive outcomes regardless of Special Educational Need and/or Disability.

## 2. Legislation and Guidance

This policy is based on the [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](#)
- <https://www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real>
- <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for 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 the majority of others of the same age, or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

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.

## 4. Roles and Responsibilities

### 4.1 The SENDCo

The SENDCo is Jill Forster [sendco@hampsteadhillschool.co.uk](mailto:sendco@hampsteadhillschool.co.uk) 020 7435 6262

She will:

- Work with the Headteacher and Senior Management Team 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- 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
- Be the point of contact for external agencies, including the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the Headteacher and Senior Management Team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

## 4.2 The Headteacher

The Headteacher will:

- Work with the SENDCo and Senior Management Team to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## 4.3 Class Teachers

Each class Teacher is responsible for:

- 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 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

# 5. Identifying Pupils with SEND: Assessing and Meeting Their Needs

## 5.1 Identification & Assessment

### Stage 1

We ask to be made aware of any parental concerns at the point of admission.

Once enrolled, staff quickly get to know children very well at HHS and these are the ways in which need is most often identified using the Graduated Approach:

- Teacher knowledge
- Via the annual structured Learning Conversations between teachers and SENDCo.
- Occasionally end of year assessments might highlight a difficulty
- Parents may raise a personal concern to the classroom staff or SENDCo

### Stage 2

Following the initial concern, the perceived issue will be investigated by:

- SENDCo observation
- Internal paper-based assessment, carried out by staff and SENDCO through observation

If the SENDCo, in collaboration with parents, feels that external advice would benefit the child, a referral is made either privately and/or via the Local Authority/NHS depending on parental preference. Once an external report is received, parents are encouraged to share it with the School and to meet with the SENDCo and Class Teacher to discuss the outcomes and recommended next steps for home and school.

### Assessment:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, 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.

## 5.2 Consulting and involving pupils and parents

### Parents as Partners:

HHS fully recognises the role that parents and other caregivers play in their child's educational journey and acknowledges that parents are pivotal partners in identifying and meeting the needs of pupils with SEND. Interventions at school, especially when a programme of support has been devised by an external professional, are only truly successful if support is continued in the home setting, and we strongly encourage parents to ensure that time is given to continuing any such programme at home and in the holidays.

At HHS we provide a nurturing environment for children to thrive in all areas of their Learning and Development. Parents are always welcome to email or arrange meetings with the SENDCo to discuss progress and concerns throughout the year, and regular review meetings are established as part of the Graduated Approach when a pupil receives targeted school support.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## 5.3 Assessing and reviewing pupils' progress towards outcomes; taking SEN into account

### Provision: The Graduated Approach

#### **Wave 1: Quality First Teaching**

At HHS we begin by using differentiated teaching methods to support pupils' learning needs, as part of our Quality First Teaching approach.

#### **Wave 2: Targeted Support**

For some pupils, classroom adaptations are not enough on their own. At this stage, we might provide more in-class assistance and/or enroll them in Targeted Support groups for consolidation. For most pupils, this additional support enables them to continue accessing the whole curriculum and make progress against age related expectations. Some may also receive additional Targeted Support.

#### **Wave 3: Higher Needs**

This is for pupils who present with greater barriers to learning, and for whom waves 1&2 have not proven sufficiently successful. For these pupils, we provide space for privately engaged external professionals to deliver 1:1 sessions during the school day, (for example Speech & Language Therapy), and liaise with other third-party professionals engaged in the pupil's care.

## **Wave 4: Complex Needs**

If a pupil's needs are more complex a formal assessment for an Educational Health and Care Plan may be undertaken with the SENDCo taking the lead on making the application to the Local Authority and acting as advocate for the pupil and family. If a pupil arrives at HHS with an EHCP already in place, the SENDCo will lead on ensuring its provision is met.

## **5.4 The Graduated Approach – Assess, Plan, Do, Review: Individual Support Plans (ISPs)**

Depending on the nature of the difficulty, some pupils at Wave 3 will have an Individual Support Plan (ISP). This action plan clearly identifies the goals towards which the pupil is working in order to enhance their inclusion, and they are often set in collaboration with a third-party external professional such as a Speech or Occupational Therapist. These plans are devised in collaboration with parents and are reviewed at SENDCo coordinated meetings between teaching staff and parents.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views, if appropriate
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases**

We will share information with the school or other setting the pupil is moving to and will respond to such requests made by other schools or settings.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We are also able to provide or facilitate the following, depending on each individual case:

- 1:1 reading sessions
- Enhanced level of in-class 1:1 support
- Targeted intervention groups for core subjects

- Targeted intervention groups for fine and gross motor skills
- Access to in-house peripatetic SALT (cost to be met by parents)
- An undertaking to facilitate time away from school for external professional support such as OT

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting the behaviour management strategy on an individual basis
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, radio aids, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A commitment to Teleteaching, whenever possible, via Teams, for children who are unable to attend for reasons of SEND

Additionally, we review each pupil's need on a case-by-case basis when barriers to learning are evident, and are committed to making 'reasonable adjustments' to ensure pupil inclusion as required by the Equality Act 2010.

## 5.8 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- A SENDCo led Whole Class Review tracking system for Reception, Year 1 and Year 2
- Via questionnaires
- Frequent 'light touch' monitoring between SENDCo and Class Teachers for 'SEND Aware' pupils without an ISP
- Facilitating annual reviews for pupils with EHC plans

## 5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Philosophy for Children (P4C) via our curriculum
- We provide a platform for the 'pupil voice' by means of student happiness surveys

- SEN children engage in mindfulness & yoga sessions, via our curriculum
- Support from The Head of Pastoral Care
- We have a zero-tolerance approach to bullying which is reinforced via our curriculum programme of PSHE & PSHCE and annual whole school focus on Anti Bullying Week.
- In house ELSA support

## 6 Sensory Toys

Occasionally, children may have access to a sensory or fidget toy. This provision is established on an individual basis depending on a child's level of need and in collaboration between the School and the parents.

Sensory or fidget toys may be recommended by a Class Teacher, a member of SMT or SLT, the SENDCo or an external professional, such as an Occupational Therapist. Additionally, the use of a sensory/fidget toy in school may be requested by parents.

The sensory/fidget toy will be approved by the SENDCo, an external professional, or a member of SLT/SMT based on its suitability considering the health and safety of the child/children.

Sensory/fidget toys will be used with adult supervision and be regularly monitored for their safety and suitability. If damage to the sensory/fidget toy occurs, a member of Staff reserves the right to remove the toy to ensure the utmost health and safety of the child/children.

It is recommended that a child with an agreed sensory/fidget toy in School has one for regular use and a spare in the event of damage to the first. This is to ensure there is continuity of provision – meeting the child's sensory needs. It is recommended that approved sensory toys for the use at School remain at school to guarantee the child-in-need has access to this item at all times.

HHS has a risk assessment in place for the use of sensory/fidget toys at school.

## 7 The Administration of Educational, Health & Care Plans (EHCPs) at HHS

### **Making Provision**

HHS warmly welcomes children with EHCPs, provided that it is suitably able to meet the provision and arrangements set out in the plan within the confines of its skill base and listed building status. Equally, HHS is aware of its responsibility to support existing pupils and their families in the application process for an EHCP and to direct them towards the Local Offer, should the need arise during the pupil's enrolment at HHS.

The SENDCo will co-ordinate the day-to-day provision set out in the EHC Plan in collaboration with the management and staff teams of HHS together with any third-party professionals involved in the child's support and The Local Authority, which retains legal and financial responsibility for the Plan.

### **Appropriately Providing for Identified Needs**

HHS uses the Graduated Approach to meeting the needs of pupils with special educational needs, providing support in waves according to escalating need and pupils with an EHCP will automatically fall under Wave 4: Complex Needs. The SENDCo will ensure that the provision outlined in the Plan is met by staff at HHS via differentiated delivery of the curriculum and will do this by liaising with Class Teachers and Year Group Leaders on a case-by-case basis.

### **Inclusive Practice**

Parents are asked to disclose at point of entry any concerns/support in place in order to support the transition to school process and optimise outcomes for the pupil

### **Pupils with EHCPs will:**

- Always have an Individual Support Plan (ISP) in place, with an outline of school support and agreed goals against which progress can be recorded

- Benefit from differentiated curriculum delivery and modifications to behaviour management approaches, agreed between SENDCo and Class Teacher on an individual basis
- Not be excluded from any school activity on or off site; applying risk assessment processes to ensure inclusion, should this be deemed appropriate.

## Annual Reviews

The SENDCo will undertake to co-operate with the Local Authority fully regarding the annual review process and undertakes to liaise closely with parents throughout the pupil's tenure at HHS, involving them in delivery of support to their child. Additionally, the SENDCo will prompt the LA to ensure that the annual review process is carried out in a timely manner.

## Elective Home Education

If the parent/carer of a child with an EHC plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers.

## 8 Working With Other Agencies

We work closely with other agencies including:

- Local Area SENDCo for Camden LA
- NHS & private SLT, EP & OT professionals

## 9 Complaints About SEN Provision

Complaints about SEN provision in our school should be made to The 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 child. 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 equipment

### 7.1 Contact details for raising concerns

The Headteacher, Ross Montague [ross@hampsteadhillschool.co.uk](mailto:ross@hampsteadhillschool.co.uk), 020 7435 6262

### 7.2 The local authority local offer

Our local authority's local offer is published here:

<https://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

## 8 Monitoring Arrangements

This policy and information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year.


## 9 Links With Other Policies and Documents

This policy links to our policies on:

- Admissions
- Curriculum
- Behaviour



- Accessibility Plan
- SEND Information Report

Last Review	September 2023
Next Review	September 2024
Name	 Ross Montague Headteacher