Special Educational Needs Policy

Policy Tracker - Responsibility for monitoring this policy: SENCOs (Reviewed annually - date of next review July 2027) - this policy will need to be reviewed fully once the SEN white paper is published			
Date of review	**Reviewed By:**	**Role**	**Date Approved by the Governing Board**
May 2021	N Tolen K Carver E Tolley H Jennings J Potts	SENCOs of Hales Valley Trust	June 2021
May 2022	N Tolen K Carver E Tolley V Hefford J Potts	SENCOs of Hales Valley Trust	July 2022
April 2023	E Tolley	Head of Academic Outcomes and Inclusion	June 2023
April 2024	E Tolley	Head of Academic Outcomes and Inclusion	June 2024
April 2025	E Tolley	Head of Academic Outcomes and Inclusion	June 2025
June 2026	E Tolley	Head of Inclusion	July 2026

Key people relating to this policy:

- **CEO:** Rebecca Cox
- **Director of Education:** Kate Hall
- **Head of Inclusion:** Emma Tolley
- **Executive head:** Kelvin Daley (Priory and Withymoor Primary Schools)
- **Executive Head:** Joanna Turner (Lapal and Gig-Mill Primary Schools)
- **Executive Head**: Sarah Green (Hurst Hill and Woodside Primary Schools)
- **Head Teacher:** Alex Hall (Lutley Primary School)
- **Head Teacher: Claire Johnson** (Woodside Primary School)
- **SENCO:** Charlene Degg (Lutley Primary School) xxxx (Lapal Primary School) Hollie Jennings (Woodside Primary) Rebecca Weaver (Hurst Hill Primary) Karen Carver (Priory Primary School), Lian Barrett (Withymoor Primary) and Karen Daley (Gig Mill Primary)
- **Trust Board Member with SEND responsibility**: Angela Hannaway
- **Designated Teacher with Specific Safeguarding Responsibility:** Alex Hall (Lutley), Fran Rizzo (Lapal Primary School), Hannah Pickles (Woodside Primary School), Rebecca Weaver

(Hurst Hill Primary), Karen Carver (Priory Primary School), Rebecca Tong (Withymoor Primary) and Nikki Powell (Gigmill Primary)

- **Designated Teacher for Children Looked After:** Alex Hall (Lutley), Fran Rizzo (Lapal), Hollie Jennings (Woodside Primary), Rebecca Weaver (Hurst Hill), Karen Carver (Priory), Rebecca Tong (Withymoor Primary) and Karen Daley (Gig Mill Primary)
- **All teaching and support staff**

1 Mission Statement

1.1 All academies within Hales Valley Trust share common values and an ethos that every child will be supported to become respectful, resourceful, and resilient, to achieve ***Success for All***.

1.2 Each school also has its own set of values that underpin the work of the school. At Hurst Hill Primary school our values are Honest, Attitude (Positive), Resilience, Respect and Caring.

Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.3 At Hales Valley Trust we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities.

1.4 Special educational needs may be experienced throughout, or at any time during a child's school career. We believe that every teacher is a teacher of every child, including those with SEND.

1.5 Hales Valley Trust will ensure that:

- The special educational needs of children will be addressed, and children will not be labelled or disadvantaged by any policy or procedure operated within the Trust.
- It works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs to achieve agreed outcomes.
- It has a Special Educational Needs Co-ordinator (SENCO). See roles and responsibilities in section 4.
- Children and young people identified as having SEN engage in the activities of the school alongside pupils who have not been identified.

1.6 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2 Aims

We aim to ensure that:

- All children are protected from maltreatment and prevention of impairment to physical and mental health.
- To ensure growth and development within safe and effective care.
- To take action to ensure all children have the best life chances.

It is recognised that children identified as having special educational needs are more vulnerable than children who have not been identified as they may find it more difficult to understand if they are victims of abuse, whether that it is child on child abuse, online abuse or abuse from an adult. They may also find it more difficult to communicate concerns or abuse with trusted adults.

2.2 We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need and/or Disabilities Code of Practice 0-25 Guidance (2015). Ihttps://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- To ensure that children with complex language needs, disabilities and vulnerabilities are safeguarded through staff receiving specific training on how to identify possible signs of abuse and regular refreshers of these.
- To provide a key worker for children with complex language needs, disabilities, and vulnerabilities in order to build close trusted relationships and knowledge of the child. Provide the child a range of ways to communicate such as: visuals support systems and signing where necessary.
- To ensure that the educational needs of all pupils are met.
- To ensure that aspirations and expectations of all pupils with SEND are high.
- To provide equal opportunities for all.

3 Definitions

3.1 Under the Children & Families Act 2014, a child/young person will have been identified as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

3.2 A child or young person will 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 that are generally provided for others of the same age in mainstream schools in England.

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

3.4 For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

3.5 Pupils identified as having special educational needs and/or a disability (SEND) may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

3.6 Many children and young people who have been identified as having SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

3.7 Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for.

3.8 There are other factors which could impact upon progress and attainment which would not mean that the young person would have SEND.

These include:

- Attendance and punctuality
- Health and welfare (including safeguarding concerns or being subject to a child in need plan/ child protection plan)
- Being a looked after child
- English as an additional language

4 Roles & Responsibilities

4.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by the SENCO and senior leadership team.

- The academy trust will appoint a trustee with responsibility for SEN. The SEN trustee will raise SEN issues at Directors board meetings; monitor the quality and effectiveness of SEN provision within Hales Valley Trust and work with designated senior leaders to develop the SEN policy and provision.

- The Head Teacher will work with the SENCO and SEN trustee to develop the SEN policy and provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.

- The SENCO will co-ordinate Hales Valley Trust's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.

- Class teachers are responsible for the progress and development of every child in their class in all subjects. They will provide an appropriate support and differentiation across the curriculum where required. Subject leaders and/or the SENCO will offer advice if needed.

- Class teachers are responsible for the progress and development of every child in their class and will work with the SENCO and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any child who has been identified as having SEND. They can access:

    - SEND Policy
    - A copy of the SEND overview relating to their year group
    - Guidance on identification of SEND in the Code of Practice
    - Documentation linked to the Assess-Plan-Do-Review cycle for individual pupils, known in Hurst Hill as APDRs (Assess-Plan-Do-Review).
    - Historical documentation relating to individual pupils
    - Historical progress data relating to individual pupils
    - Practical advice, teaching strategies, and information about types of special educational needs and disabilities
    - Information available through Dudley's SEND Local Offer
    - In addition, careful transition plans are put in place for children with SEND so that receiving staff have full knowledge and understanding of the child's needs. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

- Teaching Assistants (TAs) work mainly within class-based phonics, guided reading, speech and language, English and maths sessions, supporting identified children. This enables us to offer small group support to those children with higher levels of need at SEND Support. Their work is carried out under the direction of the class teacher, SENCO and/or external agencies. This may also involve working with children in intervention groups outside of normal classroom timetables where appropriate. These include a wide range of intervention programmes including our own school programmes for supporting reading, writing and maths development.

- Our Emotional Literacy Support Assistant (ELSA)/Teaching Assistants (TAs) also provide pastoral support for children with social and emotional needs who have been identified as having a special need under the SEMH section of the Code of Practice 2015. Support programmes are carried out under the direction of the class teacher, SENCO and/or external agencies. The support will be specific to the needs of the child. Children may receive support such as a 'meet and greet' each morning to check in with them and several check in sessions throughout the week. Pastoral support may also include specific and bespoke interventions for that child to support with areas of difficulty such as anxiety, low self-esteem, behaviour as well as supporting children to cope with negative life experiences and challenges (including safeguarding concerns). When required, family liaison officers, designated safeguarding leads or SENCOs lead the Early Help process. This provides a positive framework to support children as well as families. If a child is at risk of exclusion, Trust schools will follow the guidance set out in the Inclusion Pathways document for Dudley schools. This will support schools to try to prevent a permanent exclusion.

- They lead a range of interventions to address physical needs as well as providing playground support and running social skills support groups. They provide a safe and secure environment for children to talk to an adult, particularly for those children who have low self-esteem, difficulties with social skills or feel differently from their peers.

4.2 Hales Valley Trust will work in partnership with children, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

4.3 External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Agencies which schools in the multi-academy trust ***may*** draw upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- Language and communication difficulties (Speech & Language Support Service)
- Education Outreach Team for speech and language (Quarry Bank including 'The ARC' for pre-verbal children (EYFS pupils)
- Behavioural, emotional and social difficulties (Sycamore Centre)
- CIPS (Communication and interaction and Physical Impairment and Medical team)
- Reflexions
- Educational Psychology Service
- Community Paediatrician
- Pre-school Special Needs Service (IEYS)
- Home and Hospital (Cherry Tree)
- CAMHS (Child Adolescent Mental Health Services) – referrals can now be made by schools.
- Physiotherapy
- Occupational Therapy – referrals must be made through a medical professional
- Social Care

- Dudley Counselling
- School Nurse
- Young carers
- The Edward's Trust and Winston's Wishes (for bereavement counselling).
- The phase trust

4.4 Most referrals to these agencies will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.

4.5 Parents of children identified as having special educational needs will be able to discuss the needs of their child with their child's teacher, and the SENCO.

5 Identification & Assessment of SEN

5.1 Objectives

Our objectives are to:

- Seek to identify the needs of pupils with SEND as early as possible. Identification will take place by developing a rounded view and understanding of a child, including attainment levels and progress over time. The definition of SEND in section 3 will also inform Trust schools of whether or not a child is identified as having special educational need.

- When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO by completing an internal SEN referral document which identifies which of the four broad areas of need they are concerned about. They must also evidence a cycle of Assess-Plan-Do-Review to exemplify why they feel a child may have an additional need. A teacher referral will then be assessed via our identification criteria to establish if the child does have a special educational need, factors such as poor attendance will be taken into account and will form a part of the assessment process.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Ongoing monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- Work with outside agencies to provide expert support and advice to assist in meeting the specific needs of the pupil.

- Create a school environment where all pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

6 A Graduated Approach to SEND Support

Quality First Teaching

6.1 At Hales Valley Multi Academy Trust all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

6.2 The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and senior leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement (where there are no other factors which have impacted on progress or attainment) will be identified as a cause for concern and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties.

6.3 The child's class teacher will take steps to provide continued differentiated learning opportunities that will aid the pupil's academic progression, in addition to a catch-up programme.

6.4 Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored through ongoing meetings. Parents are encouraged to share information and knowledge about their child with the school.

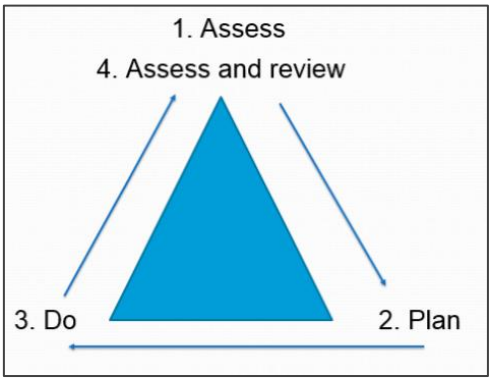
SEND Support

6.5 Some children need educational provision that is additional to or different from that made generally for other children.

6.6 Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points.

6.7 The support provided by the school consists of a four-part cycle:

• Assess • Plan • Do • Review



6.8 This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the strategies and where appropriate interventions which are the most effective in supporting the pupil to achieve. This cycle will be implemented in consultation with parents and pupils on a termly basis.

6.9 The support a child receives will depend on the individual need of the child. Some children will require support with learning. This may mean that a child has scaffolded work, pre teaching, access to resources and additional support in the classroom.

Assess

6.10 This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, attendance data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

6.11 Where external support services are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

6.12 Planning will involve consultation between the teacher and parents to agree the provision, adjustments, interventions where appropriate and support that are required; the impact on progress and development that is expected and a clear date for review. Parental involvement within this is vital to reinforce learning and contribute to progress.

6.13 All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

6.12 The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions where appropriate may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

6.13 All children regardless of needs are set targets. Data collated during Hales Valley Trust reporting process is analysed and strategies are put in place to support children that are not achieving as expected. All SEN interventions delivered where appropriate outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using assess, plan, do review paperwork (APDR) and interventions are recorded on a provision map. Actions are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist services such as an Educational Psychologist. A similar process will follow, and the advice of external agencies will be acted on.

6.14 If a child has an Educational Health Care Plan an annual review is held in accordance with legal requirements.

6.15 As a result of appropriate progress, a child may be removed from the SEN overview. The child will continue to be monitored through Hales Valley Trust's structured reporting programme by the senior leadership team and class teachers.

6.16 Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of

the pupil and their parents. The class teacher, in consultation with the parents and pupil will revise the targets and provision based on the pupil's previous progress and development.

7.0 Referral for an Education, Health and Care Plan (EHCP)

7.1 If a child has lifelong or significant difficulties, they may undergo a statutory assessment process which can be requested by the school or parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

7.2 The application for an Education, Health and Care Assessment will combine information from a variety of possible sources including:

- Parents
- Teachers
- Child
- SENCO
- Social Care
- Health professionals
- Educational Psychologists
- Any other external agencies working with the child

7.3 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals about whether the child is eligible for an ECHP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about ECHP can found via the SEND Local Offer: https://fis.dudley.gov.uk/localoffer/ *or* by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

7.4 Following Statutory Assessment, an EHC assessment may be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available within the school's notional budget. The school and the child's parents will be involved developing and producing the plan.

7.5 Parents have the right to appeal if an EHC assessment is declined, or an EHCP is declined or against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

7.6 Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

8 Admission and Inclusion Arrangements

8.1 The school's admissions criteria do not discriminate against pupils with special educational needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

8.2 The school follows the admissions criteria as laid down in the school's Admissions Policy, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

8.3 Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the local authority SEN Team, who will arrange the appropriate consultation with Hales Valley Trust schools regarding admission.

9 Transition

Inter-School/Nursery to School Transfers

9.1 Records are received from previous schools/year group and passed to class teachers and the SENCO. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Transfer to Secondary School

9.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years setting, in the summer term, before students start at Hales Valley Trust. If necessary a strategy sheet will be drawn up for each student with SEN and reports from the specialist early years team or other outside agencies will be shared with class teachers.

9.3 The class teachers in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases, the SENCO meets with Secondary SENCOs to discuss the Special Educational Needs of children individual children moving to Year 7. All records are passed onto Secondary SENCOs. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

10 Supporting Children with Medical Conditions

10.1 The school recognises that pupils with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

10.2 Some children with medical conditions may also have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

11 Training and Resources

11.1 We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SEND and/or pastoral team attends relevant safeguarding courses which support the safeguarding of all children including SEND, as well as SEND courses, including Dudley's SENCO network meetings, in order to keep up to date with Local and National updates in SENCO.

11.2 We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensure that training opportunities are matched to school development priorities.

11.3 All teaching and support staff undertake induction on taking up a post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

12 Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment to speak to a member of staff can be made ***in line*** with the complaints policy.

13 Bullying

Our schools take many steps to ensure and mitigate the risk of bullying of vulnerable learners. Each school has a comprehensive bullying policy available to staff and parents.

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014 (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010; Advice for Schools (February 2013)
- Schools SEND information report regulations (2014)

14 Policy Links

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan
- Child Protection and Safeguarding Policy

15 Data Protection

This policy adheres to the principles under data protection law, for further information please review the school's data protection policy published on the school's website.