



# Ashby Hastings Primary School

*"Inspiring minds to foster confidence"*

## Special Educational Needs and Disabilities Policy

Adopted by Ashby Hastings Primary School on:	5 <sup>th</sup> September 2024
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	3.0

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## **INTRODUCTION**

At Ashby Hastings Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued, respected and made to feel welcome within our mainstream setting.

Our school is a place where we encourage all children to aim high, developing their own unique gifts and potential to the best of their ability, whilst celebrating the gifts of others. In our school everyone is equally valued and treated with respect. Everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow. It is our ethos that all children have an equal right to a full and rounded education and to enjoy high quality learning experiences through which they are able to achieve their full potential.

We use our best endeavours to provide special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

Some children will only require minimal interventions and support, while others will need higher levels of support to raise the level of their learning or support their wellbeing. A few children, generally those who have Education Health and Care Plans (EHCP) require a greater level of support due to their more complex needs.

## **AIMS & OBJECTIVES**

### **Aims:**

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice
  - To promote independence, equality and consideration for others
  - To ensure that we celebrate the wide range of our pupils' achievement
  - To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
  - To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD)
  - To work in cooperation and productive partnerships with the Local Authority, Symphony Trust and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
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## **Objectives:**

- For staff members to seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Head Teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To 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.
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. At Ashby Hastings, some of these services currently include the Educational Psychologist, Speech and Language Therapy, Occupational Therapy, Specialist Teaching Services, Child and Adult Mental Health Services (CAMHS) and Autism Outreach.
- To encourage pupil participation in the life of the school by offering wider opportunities such as membership of the School Council, affiliation with sports teams and other clubs, taking on the role of Dinner Mentors and Play Coaches or taking part in school plays and residential visits.

## **ADMISSION ARRANGEMENTS**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus, on our website and in our Admissions Policy.

## **IDENTIFICATION OF PUPILS' NEEDS**

### **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

At Ashby Hastings, children are identified with Special Educational Needs in a number of different ways:

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- Originating from a referral from a GP, a health visitor, Paediatrician, the school nurse or the speech and language service etc.
- Concerns have been raised by parents/carers about the level of progress being made by their child

Class teachers and support staff may also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- Difficulty in developing Reading, Writing or Mathematics skills which results in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Sensory or physical needs, and where the child continues to make little or no progress, despite the provision of specialist equipment
- Communication and / or interaction difficulties, and where the child continues to struggle to make progress both academically and socially

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

#### 1. Communication and Interaction

This includes children with a speech and language communication need (SLCN), and those who demonstrate features within the Autistic spectrum (ASD/ASC).

#### 2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

#### 3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. It also includes children who have Attention Deficit (Hyperactivity) Disorder (ADD/ADHD).

#### 4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties including hearing impairment and sight impairments.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

### **RESPONSIBILITY FOR THE CO-ORDINATION OF SEND PROVISION**

The people responsible for overseeing the provision for children with SEND are Mrs Rachel Mckeown (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Alison Freeman (SENDCo).

The Special Educational Needs Co-ordinator's (SENDCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LA's support services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Monitoring the progress of children with SEND
- Overseeing the Assessment of children with SEND

The SENCo will oversee details of all SEND Support records such as the SEND Register, Individual Support Plans (ISPs), One Page Profiles (OPPs), Class/ Group Intervention Plans and referrals with external agencies. Each pupil will have a red SEND folder which will be kept in accordance with GDPR regulations.

All staff can access the following:

- The Ashby Hastings Primary School SEND Policy
- A copy of the full SEND Record
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including - One Page Profiles, Individual Support Plans, EHCPS, outside agency reports and therapy plans where applicable
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Leicestershire's SEND Local Offer
- Staff handbook

By accessing the above, 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.

Ashby Hastings named Governor responsible for SEND is Mrs Katherine Ng Bell. They ensure that the school's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority, the Symphony Trust and other policies are current within the school.

## **THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

**'Every Teacher is a Teacher of SEND'** - Provision for children with special educational needs is a matter for the whole school. The Governing Body, the Headteacher, the SENCo and all other members of staff, particularly class teachers teaching assistants, have important day-to-day responsibilities.

A graduated approach is adopted at Ashby Hastings:

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**1) Quality First Teaching: 'The baseline of learning for all pupils'.** (Class teacher input via excellent targeted classroom teaching). All children in school should be getting this as part of daily classroom practice

This would mean:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching is based on building on what a child already knows, can do and can understand.
- Different ways of teaching are in place so that each child is fully involved in learning in class. This may involve strategies like multi-sensory teaching.
- As part of our universal offer all learners have access to SEN Friendly Classroom Best Practice strategies (see Appendix 2) which will benefit all learners, alongside children with SEND
- Teachers carefully monitor progress and attainment to identify children who may need extra support

**2) SEND Support - Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.**

Where it is determined that a pupil does have Special Educational Needs, parents will be formally advised of this before inclusion of the individual on the School SEND Record. Please see Appendix 1.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. A One Page Profile (OPP) will be written for each child on the SEND register outlining individual adaptations or provision needed to support them. This is written in conjunction with each child and shared as part of transition. OPPs are edited at least annually and shared with parents.

The support provided consists of a four-part process: **Assess; Plan; Do; Review.**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions or adaptations to provision which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess** - In identifying a child as needing SEND support the class teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Specialist assessments may be carried out by the SENDCo.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff 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.

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**Plan** - Planning will involve consultation between the teacher and SENCo to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Children on the SEND register may have personal targets on an Individual Support Plan (ISP) that is shared with parents, if deemed necessary (see Appendix 1). ISPs are written and reviewed in line with our Assessment cycle three times a year. 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** – The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and 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 SENDCo.

**Review** – Each child's progress is continually monitored by his/her class teacher against age related expectations in Core Subjects. The class teacher, alongside the SENCo, will review the ISP in light of pupil progress and development. New intervention programmes or levels of support will be organised as necessary, and targets updated on a termly basis in line with our Assessment cycle. The outcome of each ISP will also be shared with Parents.

Reviews of on-going pupil progress in general will be made during termly 'Pupil Progress Meetings' by the Head teacher and SLT and will use data checks using internal tracking grids (OTrack).

**Children on the SEND register will have personal targets on an Individual Support Plan that is shared with parents. ISPs will be written at the start of each term and shared with parents. The class teacher, alongside the SENDCo, will review the ISP in light of pupil progress and development. New intervention programmes or levels of support will be organised as necessary, and targets updated. The outcome of each ISP will also be shared with Parents.**

**The progress of children with Education, Health and Care Plans is formally reviewed at an Annual Review with all adults involved with the child's education.**

**3) SEND Support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.** The school will draw on the support of outside agencies e.g. the Educational Psychologist, Speech and Language Service, Occupational Therapy Service, CAMHS and Autism Outreach etc.

This would mean:

- A child will have been identified by the class teacher/SENDCo (or a parent will have raised worries) as needing more specialist input in addition to quality first teaching and intervention groups.
- Parents/carers will be contacted to discuss their child's progress and help plan possible ways forward.
- Parents/carers will be asked to give permission for the school to refer their child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist.

The specialist professional will work with the child to understand their needs and make recommendations, which may include: making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better;

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support to set better targets which will include their specific expertise; a group run by school staff under the guidance of the outside professional e.g. a social skills group. An application for SEND Intervention Funding (SENDIF) or an EHCP may be appropriate at this stage and the SENCo will discuss this with parents if required.

#### **4) Specified Individual support for your child in school provided via an Education, Health and Care Plan (EHCP).**

This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually the child will also need specialist support in school from a professional outside the school.

#### **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

The LA (SENA) will be given information relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

SENA will also receive documentation in relation to the child's special educational needs and actions taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Individual Support Plans
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment in English and Maths and information about the child's progress over time
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents
- Views of the child
- One Page Profiles

After the school have sent in the request to the Local Authority, a decision will be made by a group of professionals from education, health and social care about whether they think a child's needs are severe and complex enough to warrant 20 hours of support in school to make good progress.

If this is the case, SENA will write an EHC Plan. The EHC Plan will outline the number of hours of individual/small group support a child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for each child. The school will decide how to allocate funding to support the child's needs.

Once the EHC Plan 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, for example, reducing or increasing levels of support.

If they do not think a child needs an EHC Plan, they will ask the school to continue with 'SEND Support.' Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.leicestershire.gov.uk](http://www.leicestershire.gov.uk)

#### **ADAPTATION OF THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEND**

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At Ashby Hastings Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

### **NATIONAL TESTS**

Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

Children in Year 4 are required to complete a Multiplication Times Tables Check.

At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCo will make the necessary arrangements in line with statutory guidance.

### **ALLOCATION OF RESOURCES FOR PUPILS WITH SEND**

At Ashby Hastings we allocate funding according to the needs of the pupil with the most complex needs receiving the most funding. There are three levels of support for pupils with SEND:

- **Universal Level funding** is provided on a per learner basis for all those attending the school. This is known as **element 1 funding**. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted or Element 2 funding** is where school contributes to the additional educational support provision for learners with SEND from their notional SEND budget. Schools are expected to contribute the first £6,000 of funding to support provision for pupils with Send Intervention Funding (SENDIF) or an EHC Plan .
- **Send Intervention Funding (SENDIF) or an EHC Plan** are provided when a pupil needs further provision above the £6,000 of element 2 funding. Only pupils with the most complex needs will receive Send Intervention Funding or an EHC Plan which is provided by the Local Authority on a per-learner basis

It is important to note that the level and combinations of provision may change over time.

The Headteacher will inform the governing body of how the funding allocated to support Special Educational Needs has been employed.

### **ACCESS TO MEDICAL INTERVENTION**

Having a medical need does not necessarily lead to a child having SEND. In summary however, strategies may include:

- Initial meetings with the school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans
  - Staff training in the administration of support and/or medication for conditions including
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- Diabetes, epilepsy and Allergy awareness including Epipen use
- Update sessions between the SENDCo and school nurse
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school
- Implementation of risk assessments
- Teaching Assistants trained in First Aid

### **INCLUSION OF PUPILS WITH SEND**

The Head teacher and SENDCo oversee the school's policy for inclusion to ensure that it is implemented effectively throughout the school.

At Ashby Hastings, we believe all learners are entitled to the same access to curricular and extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Teachers make sure that activities outside the classroom and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip or residential if this ensures access.

After school clubs are available to all pupils and to the best of our ability adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. The Health and Safety at Work Act of 1974 imposes a duty on all employers to ensure, so far as is reasonably practicable, the health and safety of employees and others (such as school visitors and pupils). Health and safety audits will be conducted as and when appropriate.

### **MONITORING AND EVALUATING THE SUCCESS OF PROVISION**

At Ashby Hastings we have a rigorous system of monitoring and evaluation. Headteacher and SENCo track pupil progress and have regular pupil progress meetings with SLT and teachers.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an Individual Support Plan (if required) which is reviewed and updated termly. These interventions are monitored and evaluated termly by class teachers and information is fed back to the SENCo, Head teacher and parents. This helps to identify whether provision is effective.

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

### **EXPERTISE AND TRAINING OF STAFF/CPD**

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 SENDCo attends relevant SEND courses, Symphony Trust SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. One aspect of the SENDCo's job is to support the class teacher through advice in planning for children with SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The school audits and reviews training needs for all staff in order to improve the teaching and learning of children including those with SEND. This includes

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whole school training on SEND issues such as Autism. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

We offer medical training to support pupils with medical care plans such as epilepsy, diabetes and anaphylaxis.

The SENDCo, with the Head teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **SPECIALIST SEND PROVISION AND LINKS TO SUPPORT SERVICES/OUTSIDE AGENCIES**

The school builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEND provision within our school.

We will invite and seek specialist advice, support and training from external SEND services where necessary in the identification and assessment of, and provision for, SEND.

For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENDCo is the designated person responsible for liaising with the following:

- Speech and Language Service
- Specialist Outreach Services e.g. Autism Outreach
- Occupational Therapy
- Physiotherapy
- Vision Support Services
- Child & Adolescent Mental Health Service
- Hearing Support Services
- School Nurse
- Educational Psychologist Service
- NHS Services
- Special Educational Needs Assessment Service

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

### **AGREEING TO ASSESSMENTS**

At Ashby Hastings, we recognise that parents may be concerned if they feel that their child is not making expected progress. Parents may ask the school to seek advice. In this instance the school will still follow its graduated approach. If the child is either: i) not making progress, after Quality First Teaching and continued intervention, or ii) has specific barriers to learning which cannot be

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overcome through Quality First Teaching and intervention strategies, then the school may seek advice from outside agencies but this may not be in the form of an assessment or diagnosis.

Similarly, an outside agency/ NHS might ask the school to arrange for a child to be assessed by another agency e.g. by an educational psychologist. The school does not routinely agree to every request and will follow its graduated response. If a pupil is making progress and overcoming barriers as a result of Quality First Teaching and intervention strategies put in place by the school, then the school will not agree the request. However, the school will agree to the request if the school has already reached the point of requesting advice.

## **WORKING IN PARTNERSHIPS WITH PARENTS AND PUPILS**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

Ashby Hastings Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCo is also available to liaise with parents to discuss a child's progress or any concerns.

All information from outside professionals will be discussed with parents, with the person involved directly, or where this is not possible, in a report. ISPs (where necessary) will be reviewed and shared with parents each term. A home/school contact book may be used to support communication with parents. The SENCo may also signpost parents of pupils with SEND to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings, where appropriate, with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governors may be contacted at any time in relation to SEND matters. In addition to the school's 'Local Offer', the school's website contains details of our policy for special educational needs as well as other relevant policies such as our Equality Policy, Behaviour Policy and Anti-bullying Policy.

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
  - identify their own strengths and needs
  - share in identifying the best ways to support them
  - share in individual target setting across the curriculum
  - contribute to the writing of their One-page-profile (which gives details about how they learn best and gives an overview of their needs)
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- contribute to Annual reviews

## **LINKS WITH OTHER SCHOOLS**

The school works in partnership with the other schools in the Ashby Learning Community (ALC) and the Local Education Authority. Ashby Hastings is also part of the Symphony Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## **TRANSITION BETWEEN PHASES OF EDUCATION**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If a child is moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for a child. We will make sure that all records about the pupil are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All ISPs and OPPs will be shared with the new teacher. Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment.

In Year 6 pupils will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting usually comes to visit and meet with the children who will be attending their school. Where possible, pupils will visit their new school and in some cases staff from the new school will visit pupils in this school. Many hold open evenings for parents to attend in order to support the decision making process about which school is the right choice for each child.

If a child has already been identified as having special educational needs, then the SENCO will meet with the secondary school SENCo during the final term of Year 6. Details of the pupil's needs are passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as ISPs, OPPs and outside agency reports. In addition to this, the Year 6 teachers will discuss all children's needs with staff from secondary schools. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7. Extra visits are set up as available and determined by the secondary school.

In Foundation Stage induction events take place during the summer term for all children who are joining the Foundation Stage in August. The FS class teachers (alongside the SENCO where needed) undertake pre-school visits in the summer term before the children enter our school in Foundation Stage. They speak with the children and their key workers to gain as much information about a child as possible. If a child has already been identified as having special educational needs then the SENCo will be informed if the child has an allocated place at school. Each child will also have visits to our school in the summer term where they will get to meet the teachers, other children who will be starting the school with them and the new school environment.

## **COMPLAINTS PROCEDURE**

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each

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child is happy at school and is making good progress. They always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress or wellbeing.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head of School. Any such complaint will be taken very seriously and will be investigated thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mrs Charlotte Owen. Should a parent have a complaint about the Head teacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on request/on the website.

### **THE ROLE OF THE GOVERNING BODY**

The school budget includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone. At Ashby Hastings, some of these services could include an Education Psychologist, Speech and Language Therapy and Autism Outreach.

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body reviews this policy annually and considers any amendments in light of the review findings. The Head teacher reports the outcome of the review to the full governing body.

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## Appendix 1

### Placement on SEND register at Ashby Hastings

Does the child have a formal diagnosis (eg. ASD/ADHD/Dyslexia/Physical Impairment) or an EHCP/SENDIF?

Yes

No

They should be placed on the SEND register and a 'One Page Profile' will be written.

- If they are working at the 'expected standard' or 'greater depth standard', no ISP is required unless deemed necessary by the SENCO and Class teacher to address specific concerns
- If working significantly below 'expected standards' and their SEND is impacting attainment or progress, an ISP will be written and reviewed in line with the assessment cycle

Do they have external agencies actively involved (SALT/Hearing Team/OT/EY Inclusion)?

Yes

No

They should be placed on the SEND register.

- If they are working at the 'expected standard' or 'greater depth standard', no ISP is required unless deemed necessary by the SENCO and Class teacher to address specific concerns. Any External Services Therapy Plans will be implemented until discharge is confirmed.
- If working significantly below 'expected standards' and their SEND is impacting attainment or progress, an ISP will be written and reviewed in line with the assessment cycle. Alongside these, any External Services Therapy Plans will be implemented until discharge is confirmed.

No requirement to place on SEND register unless school have identified a specific area of need for which the child requires significant intervention and differentiation to learn and access the curriculum or address their emotional wellbeing.

These concerns could be regarding any of the four areas of SEND-  
Communication and Interaction  
Cognition and Learning  
Social, Emotional and Mental Health  
Physical and Sensory

Teachers and SENCO to work together to decide if placement on the SEND register is appropriate for individuals

School to consider referral to Leicestershire Educational Psychology Service, Forest Way School to School Support, School Nurse, CAMHs, SALT, OT etc with parental consent

#### **Medical Conditions**

If a child has no identified SEND, medical conditions should be added to the central medical list.

If the medical condition affects learning, the child should be considered for placement on the SEN register in line with all pupils.

## Appendix 2

## SEN Friendly Classrooms Best Practice

<p><b>Use technology-</b> ipads/laptops for typing supports all learners, not just those with handwriting difficulties. This multi-sensory approach is also helpful to embed spellings into children's long-term memory.</p> <p>Use an ipad/talking tins to dictate sentences or sets of instructions to aid memory problems.</p>	<p><b>Give children choices when appropriate but be concise with this; too much choice can be overwhelming</b></p>
<p><b>Implement multi-sensory teaching methods</b> to improve memory retention, build connections and suit different learning preferences. Try and use two of these at the same time, regularly:</p> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Auditory</li> <li>• Kinaesthetic</li> </ul> <p>This will also help maintain concentration</p>	<p><b>Speak more slowly and concisely and provide re-explanations where necessary</b></p> <p>Allow adequate response time to cater for slow processing speed</p> <p>Try and be literal in your language choices; avoid over using sarcasm, metaphors and idioms</p> <p>For some children, instructions should be given in a tick list format and in small manageable chunks- or recorded using ipad/talking tins</p>
<p><b>Use fonts such as 'Arial, Comic Sans, Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans' on off white pastel coloured paper and board slides</b></p> <p>If appropriate, provide hand outs of the board slides in at least size 14 and avoid asking for children to copy directly from the board if possible</p>	<p><b>Provide memory clues and visual aids</b></p> <p>Times tables squares 100 squares Prompt sheets for writing eg. Finger spaces, capital letters, full stops, ? Maths symbols/language prompt sheets High frequency word lists An alphabet Sound mats Time lines Tables or graph templates</p> <p><b>Provide easily accessible resources for learners who struggle to organise themselves; perhaps a basket on their desk</b></p>
<p><b>Plan for change and transition; preempt and prepare individuals</b></p> <p>Daily timetable on display (age appropriate)</p> <p>Give children specific time frames to complete activities and reminders to help them complete tasks in time and prepare for the next transition</p>	<p><b>Avoid rote-learning until a concept is fully understood</b></p> <p>Abstract concepts should only be used once concrete and pictorial concepts have been taught, consolidated and understood</p>
<p><b>Provide a clear line of sight for non-verbal communication.</b></p> <p>Consider careful placement in the classroom of learners to minimise distractions.</p>	<p><b>Plan for inclusive homework</b></p> <p>Ensure there are a variety of activities to suit different learners and allow and encourage alternative ways to present work if possible.</p>
<p><b>Schedule natural breaks to help avoid cognitive overload and help with concentration levels</b></p> <p>'Check in' on specific children regularly to see if they need a brief change of scenery or movement break to help engagement.</p> <p>Fidget toys can also help some children with concentration if used appropriately.</p>	<p><b>Ensure texts are carefully selected and appropriate</b></p> <p>Provide a buddy to support where the text may be too hard but cannot be adapted</p> <p><b>Reading aloud in class should always be voluntary</b></p>
<p><b>Personalise spellings for individuals if required</b></p> <p>Take spellings from specific spellings assessments or daily work to ensure they are targeted to individuals. These could be supplemented by year group spellings.</p> <p><b>Consider the child's self esteem or preference when doing so</b></p>	<p><b>Minimise distractions in the environment eg. overfilled displays, things hanging from the ceiling or too many resources to choose from. If possible have a quiet area or offer the use of booths if needed.</b></p>
<p><b>Provide lots of praise and reward; a higher level than for children without additional learning needs</b></p>	



