



Special Educational Needs (SEND) Policy

Definition

A child has special educational needs if they have a learning difficulty or disability or persistent mental health difficulties, which call for special educational provision to be made for them. Inclusive education takes account of differences amongst our children and recognises that some children will require additional support during their education.

Special educational provision for Hailey Primary School is:
Educational or training provision, that is additional to or different from that made generally for children of the same age in mainstream schools and maintained nursery schools.

Aims and Objectives

Our aim is to improve outcomes by having high aspirations and expectations for children with special educational needs and to ensure that all of our children make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into the next stage of their education and ultimately into adulthood

We do this by:

- Identifying and addressing the special educational needs of the children we support
- Ensuring that children with special educational needs get the support they need
- Informing parents when we are making special educational provision for a child
- Ensuring that the special educational provision is co-ordinated through our qualified Special Educational Needs Co-ordinator (SENDCO) and Assistant SENDCO, with oversight from the Special Educational Needs and Disability Lead Governor to monitor the impact of the whole school response and learners with Special Educational Needs
- Supporting the individual needs of our children within an educational community which promotes excellence, with the understanding that learning support is an integral part of a high quality education
- Giving children with special educational needs equal opportunities to take part in all aspects of the school's provision alongside children who do not have special educational needs
- Providing a broad and balanced curriculum that is relevant and differentiated, and which demonstrates coherence and progression in learning
- Valuing all students equally and by fostering high expectations so that students are confident of their own worth
- Promoting children's self-esteem, confidence and positive attitudes



- Identifying, assessing, recording and regularly reviewing children’s special educational needs
- Working collaboratively with parents, other professionals and special educational needs advisers, to support the individual and group needs of pupils within the school
- Involving parents/guardians in the planning, support and review of their children’s progress at each stage
- Ensuring that the responsibility held by all staff and governors for special educational needs is implemented and maintained
- Preparing a Special Educational Needs report setting out our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than other children, the facilities provided to enable access to the school for disabled children and our accessibility plan (which is available on request from the school office) showing how we plan to improve access progressively over time

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

The role of the teacher

- It is each teacher’s responsibility to provide for children in their class who have special educational needs, and be aware that these needs may be present in many learning situations.
- Teachers are responsible for meeting an individual’s special educational needs and following the school’s procedures for identifying, assessing and making provision for these children
- Teachers are responsible for involving and informing parents of children with special educational needs.
- Teachers should meet with parents to review current Pupil Profiles at least 3 times a year
- Teachers should provide the Assistant SENDCO with the review of progress in order that it can be filed centrally. The Assistant SENDCO will organise for this information to be shared with parents.
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- If a parent believes their child has special educational needs they should contact the SENDCO, who will review and seek input as needed. If the child is not making appropriate levels of progress then internal support will be implemented.

The role of the Governing Body

In co-operation with the Head Teacher, the Governing Body has a legal responsibility for determining the policy and provision for children with special educational needs. It maintains a general overview and has a governor with particular responsibility for this aspect of the school’s work. At present this is Ms Tamara Dasht. Ms Dasht will provide an annual report to the Governing Body in the Summer term. Equality and disability accessibility questions on the parent questionnaire and relevant questions in the pupils’ questionnaires inform decisions regarding equality and diversity. In addition, an accessibility audit is conducted and the views and information sought or considered from staff and outside agency services that work with our children with protected characteristics (age, gender reassignment, being married or in a civil partnership, being pregnant, on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation) and individual specific needs.

The role of the Head Teacher/SENDCO

Mrs Debbie Davies has responsibility for the management of all aspects of the school’s work. This includes the provision for children with special educational needs, requesting, when appropriate, an Education, Health and Care Plan (EHCP). She is responsible for the strategic development of the SEND policy and



provision in the school. She is responsible for allocating the resources budget and advising on training needs. She is responsible for updating policies and informing the Governing Body of SEND issues. She oversees the work of the Assistant SENDCO. She ensures that SEND provision is an integral part of the Strategic Achievement Plan and allocates resources accordingly. She has termly meetings with TAs and is responsible for their effective management.

The role of the Assistant SENDCO

The Assistant SENDCO, Liz Jarrett, has responsibility for the day-to-day operation of the school's SEND policy in order to raise the achievement of children with SEND. She submits SEND initiatives to the school development plan. She liaises with staff and co-ordinates the provision for children with SEND. She also liaises with the SENDCO and external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies. She maintains the school's SEND register and oversees the records on all pupils with SEND. The Assistant SENDCO has designated non-contact time each week for SEND matters.

The role of the TA

TAs work alongside class teachers supporting the needs of individuals. They play an important role in implementing strategies and interventions and monitoring progress. They contribute information to review meetings but do not attend them.

Lunchtime Supervisors

Lunchtime supervisors are informed of any necessary information relating to the supervision of children at lunchtime. Handling policies for specific children are documented and training given if required.

Coordinating provision

Teaching staff communicate regularly with the SENDCO and Assistant SENDCO to update the register and to discuss priorities. The Assistant SENDCO is responsible for making sure the electronic register is up to date termly. The following information is easily accessible to staff:

- Special Educational Needs and Disability Code of Practice January 2015
- SEND Register
- Oxfordshire Dyslexia Policy
- SEND Policy
- School Single Equality Policy, Objectives and Accessibility Plan
- Medical Conditions in Schools policy
- Safeguarding policy documents

This information is available in the Head Teacher's office

Admission Arrangements

Hailey C.E. Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

Identification, Assessment and Provision

The school uses Oxfordshire County Council's guidance "Special Educational Needs Support in Oxfordshire schools and settings." The guidance sets out:

- How we identify if a child or young person who has a special educational need



- How we assess children and plan for their special educational needs and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve pupils and their parents in this

We offer a broad and balanced curriculum for all children and young people including those with SEND. The progress of all children is tracked throughout the school through pupil data tracking and pupil progress meetings which take place three times a year between the Headteacher and class teachers. We evaluate progress against age related expectations. When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Complaints

The school follows a complaint procedure and this will be followed for any SEND complaints. Details of the Complaints Procedure can be found on the school website.

Key reference documents for our policy are:

Department for Education's and Department for Health's "Special educational needs and disability code of practice: 0-25 years" – statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities – January 2015

Oxfordshire County Council's guidance "Special Educational Needs Support in Oxfordshire schools and settings" – February 2017

Department for Education's "Mental health and behaviour in schools" departmental advice for school staff – November 2018

Date policy implemented: Jan 2025

Date for review: January 2027

