

South Hill Primary School



SEND AND INCLUSION POLICY

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South Hill Primary School

Building Character, Learning Together

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1. AIMS AND OBJECTIVES

South Hill Primary School is an inclusive school and we strive to develop an environment where all children can feel safe, belong and flourish.

We offer a curriculum that excites, enables and inspires children to achieve well by creating high quality learning experiences. We are committed to giving all children, every opportunity, to achieve the highest standards.

Therefore, we aim to provide the necessary support to enable individuals to gain equally from the opportunities we offer. We make this a reality through the attention we pay to the different groups of children within our school:

- children with special educational needs
- children with disabilities
- children with medical needs
- children with trauma and attachment difficulties
- children who are from less affluent backgrounds and are entitled to free school meals or Child Premium grant
- children who need support to learn English as an additional language
- children who have or have previously had support from a social worker
- girls and boys and
- children from other vulnerable groups e.g children looked after, young carers, higher potential learners and travellers

We aim for all children to:

- develop skills which enable them to have access to the curriculum
- enjoy their learning
- experience success
- be valued as individuals
- participate and make a positive contribution to all school activities
- be safe within the school community
- develop and maintain physical and mental health

Our specific objectives are:

- to ensure that the curriculum and extra curricula activities are made accessible to all learners so that all are able to join in with the activities of the school
- to ensure that all learners make the best possible progress
- to ensure that barriers to learning are supported and needs are met
- to ensure that there is effective communication between parents and school; that parents/carers are informed of their child's additional needs and that they are central in the discussion of how to meet their child's needs
- to ensure that children's are enabled to express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies, when appropriate

South Hill School has two named SENCOs. The SENCO is also responsible for other vulnerable groups within the school and as such has the title Inclusion Manager. She holds the NASENCO (National Award for SEN Co-ordinators) and is a member of the Senior Leadership Team. The Inclusion Manager is: Jacqui Donley. To contact the Mrs Donley please call the school on 01442 402127 or contact by email: jdonley@southhill.herts.sch.uk.

Mrs Donley is supported two days a week by Maria Fitzgerald who also holds the NASENCO.

2. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The 2014 SEND code of practice identifies four broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take (rather than fit children into specific categories). In practice, individual children often have needs that cut across all these areas and their needs may change over time.

At the centre of the Code of Practice are the views, wishes and feelings of the child or young person, and the child's parents/carers. There is an emphasis on the child and their parents/carers, being provided with the information and support necessary to enable participation as fully as possible in decisions in order to facilitate the development of the child, to help them achieve the best possible educational and prepare them effectively for transition to secondary education and into adulthood.

These principles are designed to support:

- the participation of children, their parents/carers and young people in decision-making
- the early identification of children's needs and early intervention to support them
- greater choice and control for children and parents/carers over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children with SEND
- a focus on inclusive practice, making learning accessible to all
- successful preparation for adulthood, including independent living and employment

We therefore work in partnership with parents/carers and listen to children to support them with their concerns and advise them on the education and support their child needs.

Teachers are responsible and accountable for the progress and development of all the children's in their class, including children's who access support from teaching assistants, key workers and/or outside professionals.

High quality teaching, differentiated and made accessible for individual children's, is the first step in responding to children's who have, or may have SEND. Teachers should have high aspirations for every child. With advice and support from the SENCo, SMART targets should be set and reviewed regularly for children with identified SEND. Teachers may ask TAs to work within the class or withdraw children to a separate area in order to implement strategies to support individuals or groups with their learning. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCo.

All staff can access:

- the South Hill School SEND Information Report, the SEND and Inclusion Policy, the Equality Plan and the Accessibility Plan
- teachers' guidance on identification of SEND and the Code of Practice 2014
- the 'SEND' electronic folder of practical advice, teaching strategies, and information about types of special educational needs and disabilities

2:2 IDENTIFICATION, ASSESSMENT AND PROVISION

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children's of the same age. (SEND Code of Practice Sept 2014)

What we know is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Free School Meals, Child Premium Grant or Child Premium Plus
- Children who are looked after (CLA) or who have previously had a social worker
- Children who are young carers
- Being a child/young person of servicemen/women
- English as an Additional Language (EAL)

At South Hill Primary School, we recognise that it is important that a child's special educational needs are identified as early as possible. When identifying a special educational need, it is likely that the child's attainment will have dropped below the attainment of their peers. Consideration should also be made as to whether a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. If it is agreed that a child has identified special educational need, adjustments, interventions and/or support to be put in place, and progress will be reviewed 3 x a year. If a child is making less than expected progress, despite having support and interventions matched to the child's area of need, the school, with the support of parents or carers, may make a referral for external specialist support.

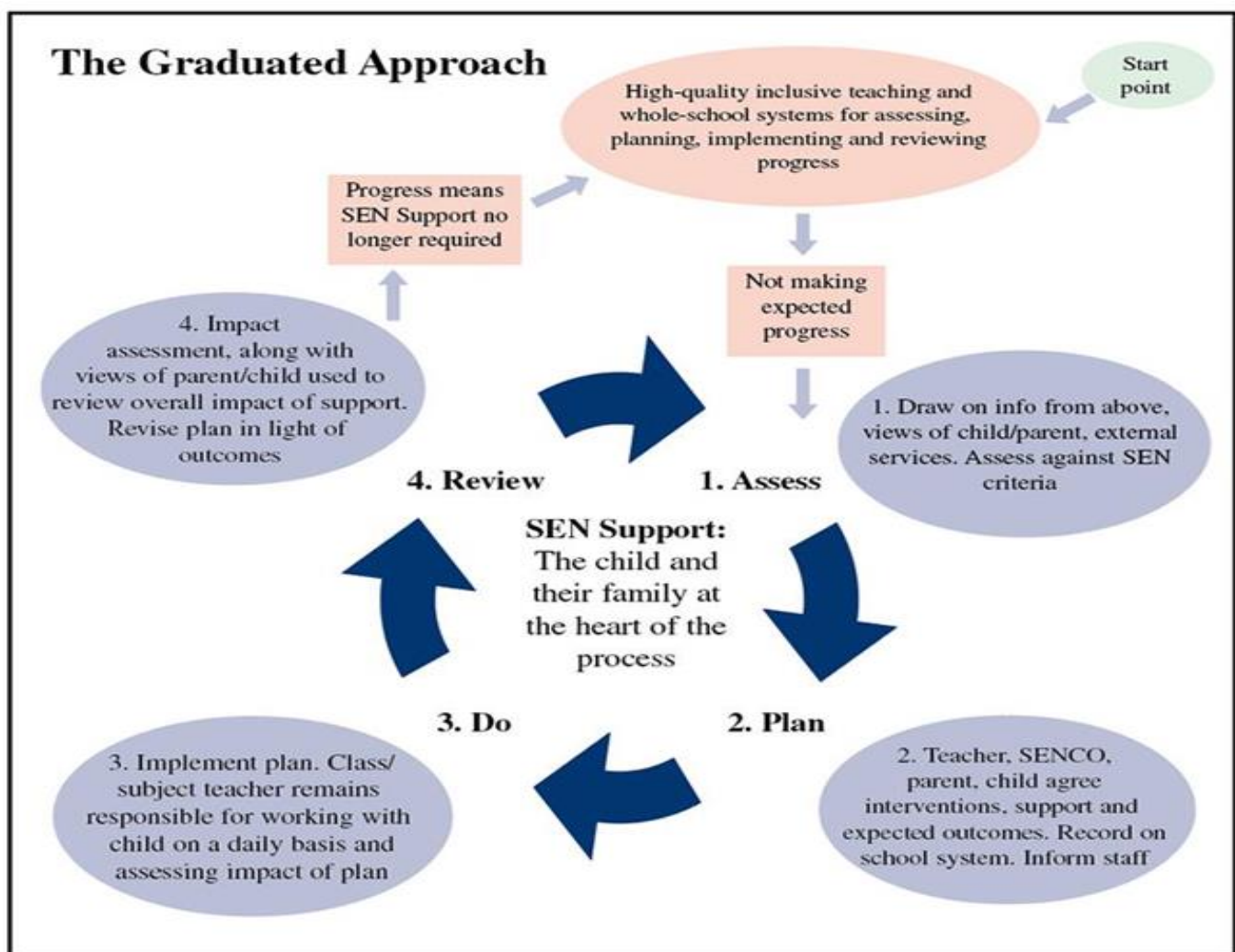
At South Hill Primary we aim to provide a high quality education on a daily basis for all children which includes adapting and differentiating the curriculum to ensure equality of provision. If a child is identified as having a special educational need then we will:

- talk to parents and the child to create a Passport to Success (PtS – appendix 1a) and if required set clear targets through the engagement with an Individual Education Plan (IEP – appendix 1b)
- differentiate and make accessible the curriculum to enable the child to learn and feel success
- identify appropriate interventions and strategies, using the whole school broad area of need provision maps
- implement interventions and strategies to enable the child to access the curriculum, with support from external agencies if required
- meet with parents at three times a year to review the PtS and IEP and set new targets (or more frequently if required)

2:3 A GRADUATED APPROACH: ASSESS-PLAN-DO-REVIEW

At the heart of all teaching at South Hill Primary is a graduated approach; we are continually assessing, planning, implementing and reviewing our approach to teaching. This is equally necessary for children with SEND. The child's class teacher will provide as needed: tasks that have been made accessible for children with different needs, differentiated learning, intervention support and strategies that will support the child's academic progression and emotional well-being.

Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be initially monitored and provided quality first teaching support. Where a special educational need is identified, support is provided based on the knowledge of the child's strengths and challenges and identified areas of learning that require addressing. Over time, with a growing understanding of the child, more personalised strategies are able to be implemented. If strategies and support are effective, the approach of assess, plan, do and review continues until the additional support is no longer required. If progress is very slow or ceases then external support can be requested. This cyclical approach to assessing needs, planning support, implementing the support and reviewing the progress made, is called the 'Graduated Approach' and is created diagrammatically below.



Taken from: <http://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

2:4 SUPPORTING CHILDREN'S WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS (SEMH)

SEMH is one of the four broad areas of SEND within the code of practice and as such is supported and managed as a SEND with the provision of PtS and IEP if required (appendix 1a and 1b).

SEMH is expressed in a variety of ways – these are described in the SEND Code of Practice

These [ways] may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The SEND code also states that:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

At South Hill Primary we aim to promote positive mental health and well-being for the whole community. Please refer to the schools Mental Health and Wellbeing Policy for further information, but where concerns continue the graduated approach to support will be implemented following the schools SEMH Provision Map (Appendix 4)

2:5 SUPPORTING CHILDREN WITH DISABILITIES

South Hill Primary School is committed to providing an environment that allows children with disabilities full access to all areas of learning. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to nondisabled children. (See Equality Scheme)

If a child has a disability which does not impact on learning, they will not have an IEP, however if the disability required adjustments to be made, a PtS (appendix 1a), will be used to ensure the support required is understood by all who work with the child. A child may also require an annually reviewed Personal Emergency Evacuation Plan (PEEP) to ensure they are able safely leave the building in an emergency. Reasonable adjustments will be made to ensure full access to the curriculum and school events in consultation with parents/carers. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral and written work, or when using, for example, visual aids

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities

2:6 THE EDUCATIONAL HEALTH CARE PLAN (EHCP)

Most children and young people with additional needs don't need an EHCP. We have a duty to put support in place to make sure our pupils with additional needs are learning and developing along with their classmates. We are required to regularly evaluate the support we provide to make sure it's working. The vast majority of support for children with SEND can be provided from our school resources and community. When a child's needs are complex and can't be met by the school the parents and school may request an EHC assessment, to see if an EHC Plan is necessary.

The overall purpose of an EHCP is to make special educational provision to meet the special educational needs of a child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

A statutory assessment for an EHCP will not be the first step in the process for helping to meet the needs of a child. Usually at least two cycles of the Assess, Plan, Do, Review cycle will have been implemented and outside advisory or further professional support will have been sought and implemented. It will built on coordinated work that is already happening between families, educational settings and any other health or social care services involved, and EHCPs are developed using coordinated assessments from all the services involved with the child or young person. The plan focusses on outcomes and will state how services will work together to meet the needs of the child or young person. An EHCP is required if a child's needs are best met in a specialist school setting. An EHCP does not provide monetary support to the school.

From September 2020 the authority has assessed the level of support a child needs in school based upon their EHCP and provides top up funding to the schools SEND budget, in line with the assessment to support the educational needs of the child. The funding will not support medical, care, break or lunchtime support.

Further information about EHCP's can be found at the following link:

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

2:7 TOP UP HIGH NEEDS FUNDING (HNF) AND LOCAL HIGH NEEDS FUNDING (LHNF)

Top-up High Needs Funding, known as HNF, is additional funding provided to support inclusion and meet the needs of children with needs identified as requiring support at

targeted levels or above in mainstream schools and settings. HNF is a transparent system that allocates additional funding according to the needs of the individual child using the draft EHCP.

As HNF is for children with significant needs, the needs outlined in Education Health and Care plans (EHCPs) are used to determine the level of top-up funding. A set of descriptors of need are used to do this. There are seven levels which are aligned to the Hertfordshire Descriptors of Need and Graduated Response:

- Universal
- Universal Plus
- Targeted
- Targeted Plus
- Specialist
- Specialist Plus
- Exceptional (for certain areas of need)

Each level (except Exceptional) attracts a different amount of funding. Universal and Universal Plus are resourced through the school or setting's allocated funding.

There is also a local system delivered through DSPL (Delivering Special Provision Locally). This is a system for children with emerging needs and is called "Local High Needs Funding" or LHNF. LHNF provides targeted level support, or above, for a period of 1 – 3 terms. There is no appeal process and there is no opportunity to re-apply for further funding.

At South Hill School, LHNF will generally be applied for when a child is exhibiting SEND needs that may require the support of an EHCP. Occasionally, it will be applied for when a child is experiencing significant short term need. In general a child will need to have had two cycles of the graduated approach implemented before HNF will be allocated.

2:8 MONITORING AND EVALUATION OF PROVISION FOR CHILDREN'S WITH SEND

At South Hill Children's who are identified as having SEND will have a Passport to Success (PtS – appendix 1a) and possibly an Individual Education Plan (IEP – appendix 1b). The PtS provides a list of strengths, recognition of what is important to the child and also detail what helps the child to learn. Children who require an IEP require additional support in specific areas e.g. academic skills, speech and language skills or social skills. If this is the case the IEP will detail what it is the child is not yet good at, the agreed targets and detail the provision in place to support the achievement of these targets. This will be reviewed with the parents and child as often as the targets are achieved and at a minimum, 3 x a year. To support parents and children in this process a pre meeting form is sent in advance to enable parents and children to come prepared to the meeting (see appendix 2)

The majority of children and young people with SEND or disabilities will have their needs met within South Hill Primary School (as set out in the information on identification and support in Chapters 5, 6 and 7 of the Code of Practice). Only a few children with exceptional needs may require an Education Health and Care (EHC) needs assessment.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governing Body will, in cooperation with the Head teacher, determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. There is a named governor for SEND who meets with the SENCo at least termly to discuss actions taken by the school. Currently the named governor for SEND is Mrs Katie Stewart. She can be contacted via the school office if required.

Governors ensure that there is an annual formal evaluation of the effectiveness of our school SEND provision and policy. The evaluation will be carried out by the Headteacher, SENCo and SEND governor and information will be gathered from teachers, teaching assistants, parents/carers and children. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014 in the document called the Information Report. It is on the school website and it details how South Hill Primary School aims to support children and families who have additional needs. The information report can be found at the following link:

<https://www.southhill.herts.sch.uk/send-information-report>

In addition, Hertfordshire provide a one-stop shop for information, support, services and activities available for children and young people with special educational needs, and their families in Hertfordshire. It can be found at the following link:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

2:9 CRITERIA FOR EXITING THE SEND SUPPORT

When a child no longer requires additional support or measures to remove barriers to learning or when specific planned provision has been successful and accelerated progress has been made so that the child is working within national expectations, they should be removed from SEND Register and they should no longer require a PtS or IEP. The child will continue to be monitored by the school's usual monitoring cycle. If a child has been receiving external agency support, such as a Speech and Language Therapist, and they are discharged with no further strategies of support required from the school, they will be taken off the school's SEND register.

Occasionally a child will not require any additional support or measures to remove barriers to learning and they are working within national expectations, but they may still have diagnosed conditions that teachers and other adults should be aware of within school. For these children we will keep the PtS up to date and ensure this information is shared at transition times with new class teachers or new schools as required. In this instance the child will remain on the school's SEND register.

SECTION 3 - SUPPORT FOR OTHER GROUPS OF VULNERABLE CHILDREN

Teachers are responsible and accountable for the progress and development of all the children in their class, including children who access support from teaching assistants and/or outside professionals.

High quality teaching, differentiated and made accessible for individual children, is the first step in responding to children who are within the vulnerable groups identified by the school. Teachers should have high aspirations for every child. With advice and support from the School Leadership Team (SLT) clear targets should be set and reviewed regularly for these children. Teachers may implement whole class strategies which will support all children, they may initiate activities for specific groups of children, ask TAs to work within the class with specific group of children or withdraw children to a separate area in order to implement strategies to support either individuals or groups with their learning.

3:1 SUPPORTING CHILDREN'S WITH MEDICAL CONDITIONS

Please refer to the 'Supporting Children with Medical Conditions' Policy.

3:2 SUPPORTING PUPILS IN RECEIPT OF FREE SCHOOL MEALS, PUPIL PREMIUM, PUPIL PREMIUM PLUS, AND THOSE WHO HAVE OR HAVE PREVIOUSLY HAD A SOCIAL WORKER

We aim to effectively improve learning for all our pupils including our disadvantaged pupils, our vulnerable pupils and pupils with identified needs so that all pupils can access learning and enrichment and make progress. We address this through having a strong focus on the quality of implementation of the intended curriculum (through quality first teaching) to ensure there is positive impact on all our pupils. Where necessary we aim to provide quality interventions to address barriers to making good progress.

We also support the Personal Development, Behaviour, and Attitudes of all our pupils so that they can access learning by supporting their emotional, social and mental wellbeing.

We have high expectations of all our pupils and we monitor the progress and attainment of those who are in receipt of Free School Meals, Pupil Premium or those who have or previously had a social worker. At the termly Pupil Progress Meetings we will identify gaps in progress and achievement between this group and their peers and identify the support required to accelerate their learning. This is recorded on a class matrix of support and transferred into a school provision map.

For further information please refer to the 'Pupil Premium Strategy ' at the following link: <https://www.southhill.herts.sch.uk/pupilpremium>

3:2 SUPPORTING CHILDREN WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Children who are learning English as an Additional Language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English and they should not be considered to have SEND. To support the children who are new to

English when they begin in South Hill Primary visuals (such as diagrams and pictures) are used throughout the school to support understanding and spoken language. Activities are also supported by visuals, and aids are placed strategically around the environment to develop communicative skills. All resources are labelled in words and pictures to allow the children to develop connections between both spoken and written English.

We provide an environment that is welcoming to children and their families by having some posters and some labels in languages that are represented within our school community.

We develop spoken and written English by:

- providing access to the learning village (on on line tool that supports the development of English language skills, specifically designed to support children who have EAL)
- 1:1 or small group work using the Racing to English resources
- providing key help and safety words written in their home language supported with visuals
- targeting support through small group intervention and in class support
- ensuring that vocabulary work covers the technical as well as the everyday meanings
- covering not just key words, but also metaphors and idioms
- explaining how spoken and written English have different usages for different purposes
- providing a range of reading materials, to exemplify the different ways in which English is used
- giving appropriate opportunities for talking, and using talking to support writing
- encourage relating one language to another
- labelling the classroom clearly, including dual language (where necessary)
- providing dual language titles on displays in communal areas
- using visual supports

We ensure their access to the curriculum by:

- using the school's English as an Additional Language (EAL) Provision Map (appendix 5)
- using texts and materials that suit their ages and learning stages
- providing support through ipads, tablets, computers, dictionaries and translators, readers and amanuenses as required
- using the home or first language when possible

We monitor children who have EAL ability to speak and write in English using the Bell Foundation Assessment Framework.

For further information please refer to the Equality Policy on the school website:

<https://www.southhill.herts.sch.uk/policies>

3:3 SUPPORTING HIGHER POTENTIAL LEARNERS

The purpose of this document is to ensure that we recognise and support the needs of all children in the school including those children who have been identified as more able.

This also includes those who are high achieving but yet underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

Exceptionally able children are those who have the capacity to achieve or perform at the very highest levels. At South Hill School we aim to use the following strategies to support the higher potential learners:

- Rich questioning
- Higher order questioning and abstract thinking (e.g. handling ambiguity and paradox)
- Problem solving and enquiry
- Development of advanced language skills, to include accuracy, precision and fluency
- Independent work and self-study
- Development of metacognition
- Transfer of knowledge across disciplines
- Provision of leadership opportunities
- Curriculum enrichment

3:4 MONITORING AND EVALUATION OF OTHER VULNERABLE LEARNERS

We hold Pupil Progress Meetings on a termly basis and the progress and attainment of all children is discussed. During Pupil Progress Meetings we consider the following: Are all our children achieve their best? Are there differences in the achievement of different groups of children? What are their barriers to learning? What are we doing for those children who we know are not achieving their best? Are our actions effective? What else could we do? The outcomes of the meeting are recorded on the class provision map (appendix 3) South Hill School follows a provision management approach, involving the mapping of provision, monitoring, review and evaluation by:

- regularly updating the SEND, EAL, Pupil Premium grant and medical needs registers (these are held on the Schools Information Management System (SIMS));
- updating termly the class provision maps (these are held on the school staff drive, appendix 4);
- completing, at least termly, reviews of the PtS and IEP's (these are held on the school staff drive, appendix 1a and 1b);
- completing, as required, intervention records when a child or group are separated from the whole class learning (these are held by the class teacher in a folder stored in a classroom cupboard)

SECTION 3 – FAMILIES

SUPPORTING FAMILIES

At South Hill Primary we are keen to work in partnership with our families and wish to support them through any difficulty or concern they may have. We have a comprehensive web page on the school website for SEND and family support and the Assistant Head for Inclusion, Jacqui Donley is happy to meet with parents/carers to discuss anything of concern. (See section 4 for contact details)

South Hill Primary is also a member of the Gade Family Services Partnership. Referrals can be made by families directly or via the school, to a family support worker, a SEND specialist family support worker or for a child support worker by families, teachers or a member of the SLT.

Section 4 – Further Information

4:1 THE ROLE OF THE INCLUSION MANAGER



Mrs Jacqui Donley is the Assistant Headteacher for Inclusion. She is a member of the Senior Leadership Team and is accountable for the overall progress and development of children with SEND, children with medical needs, children with EAL, children who are in receipt of the PPG and any other vulnerable group identified within the school.

The Assistant Headteacher for Inclusion also monitors and addresses poor attendance, is the mental health lead, is a designated senior person for child protection, the designated teacher for Children Looked After and supports the mental health, wellbeing and pastoral needs of children and families.

The Inclusion Manager will:

- work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- advise on the graduated approach to SEND Support
- advise on the use of delegated budget/ other resources including deployment of learning support assistants (employed specifically to work with Children's who have SEND)
- liaise with parents of children with additional needs
- liaise with other education settings, outside agencies and advisors
- liaise with potential next providers of education
- ensure that SEND records are up to date
- take a strategic role in developing, monitoring and reviewing the SEND and Inclusion Policy and the School's Information Report (School Offer)
- oversee the identification of children needing intervention
- liaise with the governors responsible for SEND, pupil wellbeing and pupil premium
- Implement training for teachers and Teaching Assistants (TAs) to ensure an effective and consistent approach to planning for learning and teaching

4:2 COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteachers or Assistant Headteacher for Inclusion, who will do what they can to respond appropriately to the concern raised. If however, this does not resolve the issue they shall be able to advise on formal procedures for complaint.

Please refer to the school's Complaints Policy for further information which can be found on the school website.

4:3 FURTHER INFORMATION

Further information about SEND at South Hill Primary can be found in the School's Information Report that which is also accessible on the school's website.

This policy should be read in conjunction with other school documents including:

- Behaviour Policy
- Attendance Policy
- Anti – bullying policy
- Equal Opportunities policy
- Equality Policy and Scheme
- Personal, Social, Health, Education Policy
- Medical Needs policy
- Teaching and Learning Policy and Checklist
- Complaints Policy

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice September 2014
- School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005 September 2018
- Equality Act 2010
- Mental health and behaviour in schools 2018

This policy shall be reviewed every three years.

The next review will be in June 2026.

Section 5 – Appendices

- 1a. Passport to Success Proforma (PtS)
- 1b. Individual Education Plan (IEP)
- 2 Pre- support plan meeting form for parents and children
3. Class Provision Map Template
4. SEMH provision map
5. EAL provision map
6. **Glossary of Abbreviations** - SEND Jargon Buster Explaining special educational needs or disabilities (SEND) acronyms, abbreviations and jargon (Published by Hertfordshire County Council)

Appendix 1a



My Passport to Success

Record of the Asses, Plan, Do, Review Cycle

MY NAME:		My Year group:		MY PHOTO:	
MY DATE OF BIRTH:		My Class:		THIS YEARS ATTENDANCE:	
		My Teacher/s:			
		My TA support:			
PLANNING MEETING	PARENT SIGNATURE	CHILD'S SIGNATURE	TEACHER'S SIGNATURE		
DATE					
REVIEW MEETING DATE	PARENT SIGNATURE	CHILD'S SIGNATURE	TEACHER'S SIGNATURE		
GREAT THINGS ABOUT ME: <ul style="list-style-type: none"> • 			THESE THINGS ARE IMPORTANT TO ME: <ul style="list-style-type: none"> • 		
THESE THINGS MAKE IT TRICKY FOR ME: <ul style="list-style-type: none"> • 			THESE PEOPLE HELP ME (INCLUDING EXTERNAL ADVICE RECEIVED): <ul style="list-style-type: none"> • 		
WHAT YOU NEED TO KNOW TO HELP ME (INCLUDING HOW TO HELP ME DURING ASSESSMENTS): <ul style="list-style-type: none"> • 					

Appendix 1b

My Individual Education Plan

SPECIFIC AREA OF LEARNING	ASSESSMENT: WHAT I FIND TRICKY	SMART TARGET/S WHAT WILL I BE ABLE TO DO THAT I CAN'T DO NOW?	PLAN: ACTION/ STRATEGIES/ RESOURCES/ SUPPORT	DO: WHEN/ WHERE/ WHOM/ HOW OFTEN?	REVIEW: OUTCOMES WHAT ARE MY TEACHERS LOOKING FOR? WHAT WILL I HAVE ACHIEVED? WHAT CAN I DO NOW?	TARGETS MET/NOT MET/PARTIALLY MET – WHAT HELPED / WHAT DID NOT HELP?
Parents / Carers : (What support is needed at home)			Child comment: (What can you do to help yourself?)		Teacher comment: (If appropriate)	

Appendix 2 - Pre- passport to success meeting form for parents and children



SEND Passport to Success Meeting
Parent and Child Preparation Sheet
(Please complete with your child and bring it with you to the meeting)

I am great because: (think about in school and out of school)
(e.g. I have a wonderful imagination, I know how to do a flip on a trampoline)

These things are really important to me:
(e.g. I love my cats called Salt and Pepper, A quiet space to go when I am upset)

It would help me if the teacher:
(e.g. gave me a pencil grip on my pen, told me how long I have got to do my work)

I find some things tricky in school. I'd like you to know: (e.g. I find it hard to remember the instructions you gave the class., I lose my equipment in my draw, I don't like writing :-())

[Empty box]

In the next few months I would like to improve on these things that I find tricky:
(e.g. how to count my pocket money, how to make up with friends I fall out with)

Appendix 3

Class Provision Map

Class _____	Teacher _____					Term _____
	Children in receipt of Pupil Premium or have or have previously had a social worker	Children with SEND	Children who have EAL	Children with medical needs	Children who are below AR (but not in a vulnerable group)	Other Needs (e.g. attendance / welfare)
Universal Support (Good Quality Teaching)						
Targetted Support (Wave 2) (detailed in PPM forms or SEND PtS or record a brief note)						
Specialist Support (Wave 3) (detailed in PPM forms or SEND PtS or record a brief note)						

Special Features of this cohort: (e.g. imbalance of boys and girls / summer born / mobility)

Appendix 4



South Hill Primary School SEND and Wellbeing Provision Map



SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Quality First Teaching - Universal Support	Targeted Support	Specific Targeted Intervention
<p>Whole school positive behaviour policy / Step On Therapeutic Approach Zones of Regulation whole school initiative Growth mindset whole school initiative 5 ways to well-being whole school initiative Pastoral support from learning mentor Super Hero certificates whole school initiative Class charters Pre-discussion of trips/events Visual daily timetable Specific praise Raise child's profile in the class Consistency Class Responsibilities Positive behaviour reinforcement - House points/ stickers/ certificates/notes home/praise pads/positive dojo messages The language of choices Therapeutic scripts Class reward/consequence systems Assemblies / Celebration Assemblies / Singing Assemblies Playground Buddies Bespoke PSHE programme Worry boxes / monsters in every classroom Rewards which are gained are kept e.g. not taken away later in week if behaviour changes Reflection spaces Forest School Wellbeing Wednesdays in year 3 Wellbeing weeks Daily meet and greet Daily mile / go noodle movement breaks Mindfulness moments Singing in class / show and tell</p>	<p>School counsellor Daily checks in with child Personal Chart for Zones of Regulation Small group circle time/discussion time. Class/playtime buddies Support for break/lunchtime within Class Transition plans – moving up a year / to secondary Socially Speaking Programme / Time for Talk. Nurture group at lunch times Therapy Dog Comic Strip conversations Individual Reward systems</p>	<p>Play therapist Referral to Primary Behaviour / Mental Health Support (DESC) Social Stories Alternative curriculum / provision Incredible 5 point scales Personalised visual timetable Now and next (and then) boards Calming Down tables / spaces 1:1 or small group social/emotional work 1:1 or small group self-esteem work. Individual Achievement/success Books Pastoral Support Plans Increased Home/School communication Managed Time Away from class Safe area in/ near class (e.g. bean bag space) Managed support / timetabling for start / end of school day 1:1 1:1 TA support. Circle of Friends Use of puppets Timetable changes e.g. not attending assembly Movement Breaks / trikes / Smokey Trail / Mr B indoor movement trail Brain Breaks Sensory Breaks</p>

Appendix 5



South Hill Primary School English as an Additional Language (EAL) Provision Map



Quality First Teaching - Universal Support	Targeted Support	Specific Targeted Intervention
<p>Well organised classroom with clear routines Clear instructions, chunked / small steps / modelled examples Visual aids for in school needs Displays with additional languages displayed Allow children to speak their home language with a partner who shares the same language If parents do not speak English try to find someone in the school community who can translate and support them who speaks both home language and English Key words (high frequency and topic words) displayed, in home language if possible / if they read home language A variety of recording methods e.g. mind mapping, oral/recording, storyboards, flowcharts, using ICT Increased visual aids/modelling Over learning - opportunities to practice, revise, sharpen and develop skills Talk partners / paired reading Visual and practical resources to support learning. Class visual timetable Use of writing frames / scaffolded sheets / sentence starters Use of word banks/vocabulary mats/phonic mats Access to word processor (e.g. Ipad, Clicker 8, 2022) In class support from teacher or TA Focused group work with CT/TA e.g. guided writing/reading/maths Mixed ability groupings Working walls with modelled examples Growth mindset</p>	<p>Pre-teaching Differentiated / scaffolded provision Additional time to complete work Booster provision Regular reader with TA / volunteers In class targeted support from CT or TA and reviewing of work Reciprocal Teaching (Reading) Greater use of visual/practical resources Use of 'google translate' Vocabulary games and activities Everyone involved activities / everyone has a role Learning Village</p>	<p>Racing to English intervention Grammar support interventions</p>

ALPHABETICALLY - ACRONYMS AND A BIT OF EXPLANATION

ADD

Attention Deficit Disorder

ADHD

Attention Deficit Hyperactivity Disorder

ASD

Autistic Spectrum Disorder and sometimes called Autistic Spectrum Continuum (ASC)

BME

Black and Multi-Ethnic

CLA

Children Looked After - children in care

The “C & F Act 2014” or “CAFA”

The Children and Families Act 2014.

CAF and e-CAF

Common Assessment Framework

CAMHS

Child and Adolescent Mental Health Services.

CIN

Child in Need - a term for children requiring support, sits below Child Protection in social work terminology

CCG

Clinical Commissioning Group. This is an NHS organisation which brings together local GPs and health professionals to take on commissioning responsibilities for local health services. A CCG plans and arranges the delivery of the health care provision for people in its area.

“Code” or “CoP”

The Special Educational Needs and Disability Code of Practice 2015. This contains statutory guidance on the Children and Families Act 2014.

CP

Child Protection

CSDPA

The Chronically Sick and Disabled Persons Act 1970. This is one of the main Acts of Parliament which entitle disabled people to social care

DfE

Department for Education.

DSPL

Delivering Special Provision Locally: 9 districts in Hertfordshire to support local areas with SEND

EA 1996

Education Act 1996.

EAL

English as an Additional Language

EBD - *now called SEMH*

Emotional Behaviour Difficulties

EFA

Education Funding Agency, An arm of the Department for Education. It allocates funding to local authorities for maintained schools and voluntary aided schools. It is also responsible for funding and monitoring academies.

EHC needs assessment

An assessment of the education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014.

EHCP

An education, health and care plan as defined in section 37 (2) of the Children and Families Act

2014.

EHE

Elective Home Education - parents choosing to home-school their child

EP/ Ed Psych

Education Psychologist - professional who works with schools and families to support them with strategies and testing to ensure the correct type of provision

EqA or EQA

The Equality Act 2010.

EYFS

Early Years Foundation Stage - Children in Reception

ESC

Education Support Centre - nationally known as PRUs - Child Referral Units for children with complex behaviours and unable to access mainstream schooling

FAS

Foetal Alcohol Syndrome

FE

Further Education. The FE sector in England includes further education colleges, sixth form colleges, specialist colleges and adult education institutes. It does not include universities.

FGB

Full Governing Body

HI

Hearing Impairment

HLTA

Higher Level Teaching Assistant

HNF

High Needs Funding - accessible to mainstream schools for support of children with SEND

ICMP

Individual Crisis Management Plan

IEP

Individual Education Plan – South Hill’s record of the assess, plan, do, review cycle for individual children who require support with their academic learning or social skills

LA

A local authority in England.

LAC

Looked After Children (Hertfordshire uses the term CLA)

LD

Learning Difficulties/ Disabilities

LDD

Learning Difficulties and Disabilities

LDA

A learning difficulty assessment under section 139A Learning and Skills Act 2000

LHNF

Local High Needs Funding

LSA

Learning Support Assistant, also sometimes called Teaching Assistant (“TA”).

Makaton

Signing words to accompany speech; visualising language

MLD

Moderate Learning Disabilities/ Difficulties

MLT

Middle Leadership Team

MSA

Midday Supervisor Assistant

MSI

Multi Sensory Impairment

Neurodiverse/ Neurodiversity

A term to identify people with different ways of thinking, promoting the benefits of difference

Neurotypical

An abbreviation of Neurologically Typical - referring originally to people who are not ASD

ODD

Oppositional Defiance Disorder

Ofsted

Office for Standards in Education, Children's Services and Skills. This is the body which inspects and regulates services which care for children and young people and those providing education and skills for learners of all ages.

OT

Occupational Therapy, sometimes used to refer to the occupational therapist.

PBP

Positive Behaviour Plan - personalized document to support individuals with strategies for improving behaviours

PDA

Pathological Demand Avoidance

PD

Physical Difficulties/ Disabilities

PE

Physical Education

PECS

Picture Exchange System - a visual symbols strategy to help pre-verbal and, early speech

PEEP

Personal Emergency Evacuation Plan (required for those with physical disability)

PEP (and ePEP)

Personal Education Plan and Electronic Personal Education Plan

Personal Budget

A Personal Budget is the notional amount of money which an LA has identified as necessary to secure the special educational provision in an EHC plan.

PtS

Passport to Success - South Hill's documentation that records a profile of a child with SEND

PMLD

Profound and Multiple Learning Disabilities

PRU

Child Referral Unit - for children who need to be educated out of school, often because they have been excluded.

PSB

Primary Support Base - in mainstream schools to support children with SEMH

PSP

Pastoral Support Plan

PTA

Parent Teacher Association

RAMP

Risk Assessment Management Plan

RE

Religious Education

RB

The responsible body of a school.

RPI

Restrictive Physical Intervention

S&L

Speech and Language

SALT

Speech and Language Therapist

SEMH

Social, Emotional and Mental Health

SEND

Special educational needs and Disability

SENCO

Special Educational Needs Co-ordinator – the teacher with responsibility for co-ordinating special help for children with SEND at their school.

SEND

Special educational needs and Disabilities

SLCN

Speech and Language Communication Needs

SLD

Severe Learning Disabilities/Difficulties

SLT

Senior Leadership Team in school - The Headteacher, Assistant Heads and, the Governing Body

SLT or **SALT**

Speech and Language Therapy, sometimes used to refer to the Speech and Language Therapist.

SRE

Sex and Relationships Education

TA

Teaching Assistant also sometimes called Learning Support Assistant (**LSA**).

VI

Visual Impairment