

Our SENDCO (Special Educational Needs and Disability Co-ordinator) is Mrs Debbie Orbell. The Governor responsible for SEND is Danielle Flowers.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

1. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- a) For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- b) A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 1) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

The 2014 SEN Code of Conduct outlines 4 areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

How pupils with special educational needs are identified at Hatherleigh Community Primary School:

All staff meet on a regular basis to discuss the children's progress. When a child is identified as needing additional support, either temporarily or longer term, a plan is put into place to meet these needs. Progress is monitored through reviewing Intervention Plans / My Plans / Behaviour Plans and through ongoing informative and summative assessments. Informative assessments are performed all the time as the teachers ask the children questions, mark written work, observe group work and every aspect of school life! Parents are often asked to contribute through informal or formal meetings.

Summative assessments are those which summarise the learning so far and include the SATs tests in year 2 and 6 as well as end of unit assessments / end of term assessments.

Processes followed when a pupil is identified with special educational needs:

Step 1 -Primary Intervention. The teacher identifies a pupil as requiring additional support within class. The class teacher discusses concerns with parents / carers. An intervention grid is completed which identifies the need and SMART (specific, measurable, realistic and timed) targets to be working towards. Termly meeting are held with parents / carers to discuss targets and progress. Parents are welcome to request additional meetings

if they have new information or additional concerns, initially with the class teacher and if necessary with the SENDCO.

Step 2 - **Concern Referral Form**. If there is slow progress following targeted support a referral form is completed which is passed onto the SENDCO / Headteacher.

Step 3 - **Meeting** with SENDCO, class teacher and parents / carers

Step 4 - A **'My Plan'** / Behaviour plan is written by teachers / SENDCO following discussion with parents and carers.

Step 5 -If concerns continue a **Devon Assessment Framework** is written (DAF) by teachers/ SENDCO and parents. External agency support may be requested e.g. educational psychologist, visual impairment team.

Step 6 - **Element 3 funding** may be requested from the 0 -25 SEN team if further ongoing support is required, requiring additional support.

Step 7 - If a child has complex needs an **Educational Health Care Plan** will be requested. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them to across education, health and social care and, as they get older, prepare them for adulthood.

From step 4 onwards a My Plan must be completed and regularly reviewed.

At all times parents / carers and the child will be involved in decision making and target setting. The school is clear about the importance and value of pupil voice, encouraging them to be involved in all the steps as appropriate for the age / ability.

Most children will not progress through all the stages. If the child has made progress and closed the gap between themselves and their peers they can be removed from the SEN register but close monitoring will continue to ensure that they continue to make good progress.

What is the Local Offer?

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer can be found through the following link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

How does Hatherleigh Primary School support those children with special educational needs who join the school?

Transitions from school to school (and within school) can be difficult for all children but this may be even more challenging for children with additional needs. To ensure a smooth transition we have close links to the pre-school and the SENDCO (and sometimes the class teacher) attends any meetings of children with special educational needs due to move up to the school. During these meetings transition is an important area which is discussed. Parents/ Carers are welcome to come and have a look around the school with the SENDCO to discuss specific needs. Sometimes a 'moving on book' with pictures of the new school may help and so this will be made.

Moving onto another school

We will make sure that any records (such as Intervention Plans / May Plans / Behaviour Plans) are passed on as soon as possible. 'A Moving On Book' will be made if it is thought that this would be beneficial.

Moving classes within school

A 'Moving On Book' will be made if this is thought to be beneficial.

All children have a 'Moving On Morning' when they visit their new teacher and enjoy some activities.

Visits to the classroom (particularly for children moving from Foundation stage to Year) 1 will be incorporated into the Summer Term. All children from Year 1 onwards regularly move around the classes and have different teachers on a Wednesday afternoon during 'Creative Wednesday' and so this helps with transition as the children get to know all the staff, and areas of the school, well. The teachers have meetings in the Summer Term when they pass on any records and information required about all the pupils in their class. Parents and carers are welcome to request additional meetings with new members of staff.

What support is available for children with special educational needs or disability?

Interventions, type of support vary and resources depending on need. Below is a list of support which may be used, although it is not an exhaustive list and interventions may be added or removed.

Communication and interaction

Speech and language link

Narrative groups

1:1 speech and language support

Cognition and learning

Supporting Literacy

Additional phonics learning in small groups

Toe by Toe

A range of phonics, easily decodable books.

Dyslexia friendly books

High interest / easy read books

Coloured reading rulers

Reading games such as TRUGS

Coloured paper to write on/for worksheets

Phoneme frames

Tinted individual whiteboards

Boxes Font

Additional writing support

Writing frames

Supporting Maths

Counting to Calculating Intervention group

Small group / individual support

Maths games

Writing on coloured paper.

Use of maths equipment to help visualise number / problem.

Social, emotional and mental health

Thrive class activities
Thrive action plans
Family workshops
One to one with Parent Support Advisor
Rainbow Room supervised play

Sensory and/or physical

Funfit
1:1 physiotherapy support programme

At Hatherleigh Community Primary school we have developed strong links with other agencies offering a wide range of services for the child and to support families. At times advice from outside agencies will be sought. These may include:

- Visual Impairment team
- Hearing Impairment team
- Communication & Interaction Team,
- Behaviour Support Team
- SEN Support Team
- SEN ICT Team
- Education Psychology Service
- Speech and Language Therapy Service
- Integrated Children Services
- Occupational Therapy Service
- Children and Adolescence Mental Health Service
- School Nurse
- Specific Literacy Difficulties Outreach (dyslexia)

Linked Policies (see Policies section of website)
[Supporting children with Medical Conditions Policy](#)
[SEND Policy](#)