



**Heather Garth  
Primary Academy**  
Stars Aiming High

# SEND Policy and Information Report

## Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

**This policy will be reviewed by the Governing Body on an annual basis**

**Date of Issue: Autumn 2021**

**Chair of Governors Signature**

**Headteacher Signature**

**Date of next review: Autumn 2022**



## **1. Aims**

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## **Section 1 - Rationale**

The principle that all pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. We use different methods and tools to present learning opportunities to pupils and carefully differentiated tasks and outcomes to match individual needs. Quality First teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching.

At Heather Garth Primary Academy, we aim to give pupils the opportunity to experience success in learning and to achieve to their maximum potential through a flexible, differentiated programme of learning, delivered through a broad, balanced, innovative and exciting curriculum. At our School, it is recognised that Provision for Students with Special Educational Needs and Disabilities (SEND) is a whole school responsibility. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups.

- Staff at Heather Garth Primary Academy value pupils of different abilities and support inclusion
- Throughout the school, staff and pupils will be constantly involved in the best ways to support the needs of all pupils within the school
- Within each class teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs will be part of this process

Our policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors that affect achievement and attainment. Many pupils, at some time in their school career, may experience difficulties which affect their learning, these may be long or short term.

At Heather Garth Primary Academy we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve their full potential.

## **2. Legislation and guidance**

Schools:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010: advice for schools DfE Feb (2013)

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The SENDCO is The SEND Co-ordinator is Mrs Louise Dunwell.

Mrs Dunwell gained the National Award for Special Educational Needs Qualification in 2013.

The SEND Governor is: **Mrs C Blackshaw**

Mrs Dunwell can be contacted via the office on: **01709 894149**

We aim to raise the aspirations and expectations of all pupils with SEND. Our school provides a focus on outcomes for children and not just hours of provision and support.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

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- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND Policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

#### **Definition of Special Educational Needs**

- A child has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her, namely that which is additional to or different from the normal adaptations that are made as part of Quality First classroom Teaching
- **A child has a learning difficulty if they have significantly greater difficulty in learning than the majority of his or her peers or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for peers**
- Many children who have SEN may have a disability under the Equality Act 2010 which is '...a physical disability or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Children with such conditions do not necessarily have SEN, but there is often a significant overlap between disabled children and those with SEN. Where a disabled pupil requires special educational provision they will also be covered by the SEN definition

#### **Identifying SEN**

For some pupils, SEN can be identified at an early age. However, for other pupils difficulties become evident as they develop.

#### **Rates of Progress**

All pupils do not progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has SEN and this should not automatically lead to a child being recorded as having SEN. Similarly, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

### **Types of Learning Difficulty**

Pupil's needs and requirements may fall into at least one of four areas. Children could have interrelated needs.

1. **Communication and Interaction** eg. Language difficulties, Autistic Spectrum Disorders
2. **Cognition and Learning** eg. Dyslexia, Dyspraxia
3. **Social, Emotional and Mental Health issues** eg. Anxiety disorders, ADHD
4. **Sensory & or Physical**

The SEN Code of Practice recognises that all children are unique and that fixed categories of special educational needs cannot reflect the diversity of need on every occasion.

### **Who is responsible for the Identification of SEN?**

Class teachers are responsible and accountable for the progress and development of all pupils in their own class, including where pupils access support from teaching assistants or specialist staff. Staff make regular assessments of the progress of all pupils. Teachers are held to account at Pupil Progress Meetings and pupils are identified as making less than expected progress given their age and individual circumstances.

### **What does expected progress mean?**

Expected progress is many things. **it is catching up, closing gaps, overcoming barriers and deepening understanding.** It is anything but simple and linear. What is important to consider is whether or not pupils are making good progress from their particular start points, taking their specific needs into account.

### **How can 'less than expected progress' be characterised?**

#### **Progress which:**

- Is significantly slower than that of their peers, starting from the same baseline (based on national expectations)
- Is working approximately 12 – 18 months behind their peers for no good reason (excluding poor teaching experiences, family indicators and pandemic factors etc)
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers (based on national expectations)
- Widens the attainment gap

**The SEN Code of Practice suggests that pupils are only identified as having SEN if they do not make ADEQUATE PROGRESS (compared to that which is expected nationally) once they have had good quality personalised teaching, interventions or adjustments.**

### **What factors can impact on Progress and Attainment?**

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for school provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance & Punctuality
- Health & Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

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- Being a child of Serviceman / woman
- Behaviour

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Any concerns relating to a pupil's behaviour will be explored in light of an underlying response to a need which may not be being addressed.

In deciding whether to make special educational provision, the class teacher, SENDCo & Assessment Lead will consider all of the information gathered from within the school about a pupil's progress, alongside national data and expectations of progress. The information gathering will also include early discussions with the pupil and their parents to determine the child's strengths and difficulties.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

#### **HOW ARE PARENTS OF CHILDREN WITH SEND SUPPORTED AND CONSULTED REGARDING PROGRESS IN SCHOOL?**

- We strive to create an ethos of collaborative working between parents, pupils and staff. We encourage an open dialogue between parents and staff so that we can work together to best meet the needs of your child and to share information about what is working well at home and school so strategies can be shared
- All parents of pupils at Heather Garth Primary Academy are invited to discuss the progress of their children twice a year and receive a written report once per year
- The class teacher is regularly available to discuss child's progress or any concerns which parents may have
- Homework will be adjusted as needed in order to meet the child's individual needs. Parents/carers are encouraged to feedback any challenges regarding homework to the class teacher
- A home/school contact book may be used to support communication with parents / carers. We welcome communication about shared strategies or techniques that parents / carers may be helpful for their child in school



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- As part of our normal teaching arrangements, all pupils will access some additional teaching/support to help them catch-up if the progress monitoring indicates that this is necessary; **this will not necessarily imply that the pupil has a special educational need**
- If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision
- Parents will be actively supported to contribute to assessment, planning and review. This is called the 'Assess-Plan-Do-review Cycle'. Reviews take place 3 times within the school year with the Class teacher and SENDCo if required  
In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Parents will also have regular opportunities to talk to their child's allocated teaching assistant
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

#### **Section 4 - A Graduated Approach to SEN Support**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Heather Garth Primary Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEN support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

#### **Assess**

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In identifying a child as needing SEN support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

### **Plan**

Where it is decided SEN provision is necessary, the pupil will be formally recorded on the SEN Register and a SEN School Focused Plan will be drawn up. The SENDCo, with input from the child, parent and class teacher will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENDCo and in consultation with the parents and the pupil, will be responsible for implementing the SEN School Focused Plan.

Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

### **Education, Health & Care Plans**

Ideally, an EHCP should be issued before a child starts school to address a profound, severe or complex needs requirement. However, sometimes the LA may be requested to make statutory assessment of a child whose needs become apparent as he or she develops and which cannot be met via the Schools usual provision. Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the LA in no more than 20 weeks.

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Any EHCP issued is specific to a particular need to meet clearly defined objectives and the LA provides additional resources to meet these needs. The EHCP is reviewed annually and parents will always be involved in monitoring progress.

### **Support available for improving the emotional and social development of pupils with SEN**

Heather Garth Primary Academy is committed to supporting all aspects of a child's well-being and offers a variety of interventions to assist with this.

Pupils who are unable to access the school's behaviour policy are supported by our Learning Mentor with a variety of well-being strategies to assist them.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Nursery Provision

At Heather Garth Primary Academy, we recognise that transitions can be a challenge for children with SEND and therefore ensure that support is in place to make transitions as easy for the children as possible.

When a child moves to another school, either at the end of Year 6 or at another time in their school career, we contact the SENDCo at the new school to ensure they are fully aware of the child's SEND need and effective support strategies which have been successful for the child. We encourage the child to visit their new school in addition to planned transition visits and pass all records (SEND School Focussed Plans, reports from external agencies and any other relevant information to the receiving school.

If a child has an EHCP, a member of staff from the child's new school will be invited to the last annual review held at Heather Garth Primary Academy to support information sharing and planning ahead.

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We also support children with SEND transitioning between year groups and key stages within Heather Garth Primary Academy. Information about the child is passed to the new teacher(s) in advance of the transition with SEND Support Plans and reports from external professionals being made available as required. Opportunities for children to visit their new class are planned for with support from a familiar adult. Where transition is particularly difficult for a child, a photograph book with details of their new classroom, teachers etc is made for the children to look at with their parents/carers during the summer holidays.

If visits to their new class are not possible, messages and photographs are used to support the child with understanding the upcoming changes.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

- High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:
  - Ensure that all pupils have access to the school curriculum and all school activities.
  - Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
  - Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
  - Pupils to gain in confidence and improve their self-esteem.
  - To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
  - To identify at the earliest opportunity, all children who need special consideration to support their needs (whether these are educational, social, physical or emotional)
  - To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
  - Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
  - To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
  - To give every child the entitlement to a sense of achievement.
  - To regularly review the policy, procedures and practice in order to achieve best practice.

To successfully match pupil ability to the curriculum, Heather Garth Primary Academy remain committed to:

- Using a range of teaching and learning styles.
- Differentiated learning materials
- Access to ICT and Technology.
- Additional in class support
- Additional out of class support
- Flexible groupings – including small group support work.
- An innovative and supportive curriculum.
- The appropriate use of rewards and sanctions.
- Mentoring and counselling

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- A broad range of extra-curricular activities.
- Assessment procedures that emphasise pupils' strengths and achievements.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate

We will also provide the following interventions:

- Bespoke Cohort Action Plan Interventions (Reading, Writing and Maths, SALT Interventions, Jump Ahead, Time to Talk, Learning Mentor Support, Bereavement Support, Emotional Literacy)

### **5.7 Adaptations to the curriculum and learning environment**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN.

All children, regardless of need, learn alongside their peers wherever possible, apart from short focused interventions to meet their particular SEND need/s.

We make the following adaptations to ensure all pupils' needs are met:

1. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
4. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as SALT, ELKLAN, Word building, Phonology awareness, Phonics and various other interventions.

- Teaching assistants will support pupils on a 1:1 basis when this is required.
- Teaching assistants will support pupils in small groups when this is required.
- We work with the following agencies to provide support for pupils with SEN:

### **Involvement of external specialists**

- Heather Garth Primary School has access to a number of external professionals including:
  - Speech and Language Therapists,
  - Occupational Therapists
  - Educational Psychologists
- The referral process varies according to the agency. However, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of two terms before any referral will be considered.

The school receives support and advice from the LA: Social Communication Team, Visual Impairment and Hearing Impairment Services which is known as BESST Service. This enables

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the school to provide assessments and advice for children with more significant and complex needs.

In some cases, parents choose to have their children assessed privately for learning difficulties/disabilities. Whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision.

### **5.9 Expertise and training of staff**

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this.

In the last two years our staff have all had training for Epipen, Asthma, Safe Guarding, ASD training, Provision Mapping and School Focussed Plans.

As well as this, various staff have been trained for different aspects of Special Educational Needs provision, including: ASD, Makaton, ELKLAN, Phonology awareness, working with children with a hearing impairment and fine motor skills training working closely with the Occupational Therapists in order to deliver this.

### **5.10 Securing equipment and facilities**

In addition to EHC plans, the school can provide (if required) through its own budget and Element 3 funding:

- ICT for some children with recording difficulties, motor skill difficulties or visual impairments
- Raised tables and work stations
- Adapted chairs
- Necessary adaptations to toilet facilities
- Special pens / pencils and grips

### **5.11 Evaluating the effectiveness of SEN provision**

We continuously ensure the provision has a positive impact on the outcomes for all of our pupils. According to our school policy, children's academic progress is monitored through summative assessments every term. The progress of children with SEND is monitored by both the class teacher, SLT and the SENCo using both summative assessments and the day to day informal assessments that are made during lessons. This information regarding progress is then used to evaluate the effectiveness of the support that is given. We will also gather information from the child, parents, carers as well as professionals from other agencies.

It is of the upmost importance to us that the provisions we provide are effective and therefore we regularly review their impact. Review meetings are held with the SENDCo and class teacher every term, in addition to regular informal discussions with all staff. Other methods of our evaluation include:

- Book scrutiny
- Provision mapping
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management targets

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With the permission of parents, we may seek additional advice from outside specialists. This extra advice may come from health professionals, specialist teachers or educational psychologists.

They would:

- Carry out further activities to show what the child finds easy and what they may need specific help with
- Provide advice to schools on how to best support the child
- Suggest resources (things) that would help the child make progress

If pupils require help from a range of professionals to succeed in school we will discuss this with parents. We may with parents' permission, ask the Local Authority to carry out an **Education, Health and Care Assessment**.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

We endeavor to ensure that there are no barriers to pupils with SEND and that they experience the same activities as other pupils in our school.

We ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND, in-line with our duties under the Equality Act 2010. This can involve making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers. This requires thought to be given in advance to what disabled children may require and what adjustments might need to be made to prevent that disadvantage.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day, school plays, special workshops and any other special activities
- No pupil is excluded from taking part in these activities because of their SEN\* or disability
- (\*unless extreme / unpredictable behaviours could put the safety of the pupil, peers or staff at risk)

See Accessibility Plan in SEND Information Report covering:

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- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled pupils

### **5.13 Support for improving emotional and social development**

At Heather Garth Primary Academy, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, registration time and indirectly with every conversation adults have with pupils throughout the day.

We have a rewards system to praise those children who adhere to our school values. Each week we give special certificates to those children who demonstrate good values and this is celebrated in Assembly.

At Heather Garth Primary Academy, our Mental Health First Aider is **our Learning Mentor**. In her role, she can offer guidance and support with appropriate next steps.

The SENDCos, with the consent of the parent, may feel it is appropriate to coordinate additional support for children to access for example, a key person, time with member of SLT or leadership team, an external referral to CAHMS (Child and Adolescent Mental Health Service), or an external therapeutic intervention. The school is not funded to provide specialist therapeutic support 'in house'.

Some pupils may benefit from additional support through specific behaviour strategies, such as the use of social stories, time out spaces and personalised reward charts.

Please refer to our Anti-Bullying Policy for additional information regarding how we address issues around bullying at Heather Garth Primary Academy.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any additional clubs to promote teamwork, sportsmanship and building friendships

We have a zero-tolerance approach to bullying.

### **5.14 Working with other agencies**

At Heather Garth Primary Academy, we work in partnership with local and national agencies to promote the well-being of all our children. This includes both statutory and voluntary sector organisations and may include those offering health, advice, support, education or safeguarding services.

Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the information sharing policy, safeguarding children's and child protection policy and the SEN policy.



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We welcome other professionals who are working with our families into the centre in order for them to work with our staff to support children's needs and to share information with us that will enable us to continue to offer on-going support. Parents/Carers are always informed when such a visit is taking place.

We confirm the identification of any professionals and staff from partner agencies prior to allowing them access to the children in our care.

Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in our setting and their professional roles are respected.

We follow guidelines for working with agencies, for example on child protection.

Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child/ren during their visit.

### **5.15 Complaints about SEN provision**

#### **The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Heather Garth Primary Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher and or SENCo in the first instance to resolve the issue before making the complaint formal to the Chair of the governing body. They will then be referred to the school's complaints policy.

If the issue is not resolved, please email the Head teacher on: [\*\*admin@heathergarth.org\*\*](mailto:admin@heathergarth.org) or by making an appointment via the school office on: **01709 894149**

The Chair of the Governing Body can be contacted via the school office.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Educational, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

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- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

Barnsley SENDIASS, the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

SENDIASS provide free, confidential and impartial **information, advice** and **support** to all young people and parents and carers of children and young people who:

- have; or might have; a special educational need (SEN) or disability
- are aged 0 to 25 years old
- live in the borough of Barnsley
- Barnsley SENDIASS is a statutory service. The local authority; Barnsley Council; has an obligation to provide information advice and support on SEND related issues to children, young people and parents and carers of children with SEND.
- **SENDIASS can be contacted by email: [SENDIASS@barnsley.gov.uk](mailto:SENDIASS@barnsley.gov.uk) or phone: 01226 787234**

### **5.17 Contact details for raising concerns**

- **SENDCo** – Mrs Louise Dunwell – 01709 894149
- **Family Engagement Lead** – Mrs Paula Bennett - 01709 894149
- **Head Teacher** - Mrs Jayne Winnard – 01709 894149
- Barnsley SENDIASS is a statutory service. The local authority; Barnsley Council; has an obligation to provide information advice and support on SEND related issues to children, young people and parents and carers of children with SEND.
- **[SENDIASS@barnsley.gov.uk](mailto:SENDIASS@barnsley.gov.uk)** or call 01226 787234

### **5.18 The local authority local offer**

The SEND Local Offer **offers information in a single place**. The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements.

#### **What are schools required to do as part of the Local Offer?**

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

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Our contribution to the local offer is:

<https://www.heathergarth.org/page/send/59506>

Our local authority's local offer is published here:

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>

### **5.19. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo Mrs Louise Dunwell **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Governors.

### **5.20 Links with other policies and documents**

This policy links to the following documents:

- Accessibility Plan
- Behaviour Policy
- Equality Information
- Supporting Pupils with Medical Conditions Policy
- Information Sharing Policy
- Safeguarding Children's Policy
- Child Protection Policy
- SEN Policy