



## Policy Statement for:

### **Special Educational Needs and Disability (SEND) Policy**

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Lead	Louise Hillan

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## **Introduction**

(The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. In Hartlepool this is referred to as the One Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hartlepool that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

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

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) Above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.”

### **Mission statement**

**“Springwell School is a happy, caring and safe environment where we all work together, success is celebrated and everyone is valued.”**

Our broad, balanced, creative, skills-based curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

### **1. Aim and objectives**

#### **Aim**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

#### **Objectives**

- **To identify needs early - staff members seek to assess and develop the needs of pupils as early as possible.** This is most effectively completed by gathering information from parents, education, health and care services and early years settings prior to the child’s entry into the school.
- **To monitor the progress of all pupils** through continuous assessment. Class teachers to ensure that pupils are able to reach their full potential.

- **To make appropriate provision to overcome all barriers to learning and ensure pupils have full access to the National Curriculum.** This will be co-ordinated by the Headteacher/SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Child and Adult Mental Health Service CAMHS, Occupational Therapy Service, Physiotherapy Service and Social Care Teams.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged in school by opportunities such as school council, residential visits, school clubs, sports and cultural activities.

## **2. Responsibility for the coordination of provision**

Responsibility lies with the SENDCo – Louise Hillan. The policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

### **All staff can access:**

- The Springwell School SEND Policy
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including the EHC Plan, pupil profiles and targets set etc.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through Hartlepool LA's SEND Local Offer
- In this way, every staff member will have complete and up-to-date information about all pupils' needs and their requirements which will enable them to provide for the individual needs of all pupils.

### **3. Admission arrangements**

The admission arrangements for all pupils are in accordance with local authority guidelines, national legislation, including the Equality Act 2010. Ordinarily all pupils will have the school named in their Statement or Education, Health and Care Plans. Occasionally, children may also attend Springwell on an assessment basis, following a request from the Local Authority SEND Team.

### **4. Specialist SEND provision**

Springwell is a Specialist School catering for the needs of all pupils with SEND. We are committed to whole school inclusion. In our school we support children with a range of special educational needs both within Springwell and from visiting local authority schools.

### **5. Facilities**

The school has a range of facilities including; sensory rooms, a hydro-therapy pool, a soft play area and trim trail. The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

### **6. Identification of needs**

#### **SEND Support**

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil are established. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant and advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and /or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants

and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Deputy Head/ Assistant Head / SENDCo & Headteacher.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Headteacher/SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Most children will have undergone this process before attending Springwell.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer or by speaking to an LA SEND officer.

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Hartlepool Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by parents and the pupil alongside all those professionals involved in supporting the child. The annual review allows opportunity for the provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Many pupils have difficulties that fit clearly into one of these areas as defined in the Special Educational Needs Code of Practice;

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

### **7. Access to the curriculum, information and associated services**

Pupils will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated. We make sure that individual or small group tuition is available where it is

felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best. At Springwell we celebrate achievements at all levels.

## **8. Inclusion**

The Headteacher/SENDCo and the senior leadership team oversee the school's approach to inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support Services.

## **9. 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 Headteacher/SENDCo, who will be able to offer advice on formal procedures for complaint. These procedures are also available on the school website.

## **10. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **11. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful provision within our school. Staff from various services including; Speech and Language, Physiotherapy, Occupational Therapy and wheelchair Services etc. support in school on a weekly basis.

## **12. Working in partnerships with parents**

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

- early and accurate identification and assessment of needs leading to appropriate intervention and provision
- continuing social and academic progress of children
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. School may also signpost parents of pupils to the Information Advice Support Service where specific advice, guidance and support may be required. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **13. Links with other schools**

The school works in partnership with all schools in the authority. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Specialist facilities at Springwell are accessed weekly by pupils from other schools to support their learning.

## **14. Supporting pupils with medical conditions**

In line with DfE Guidance 2015 pupils at Springwell School with medical conditions will be properly supported so that they can have access to education, including school trips and physical education.

Signed \_\_\_\_\_ [Name]

Date \_\_\_\_\_

**(Headteacher)**

Signed \_\_\_\_\_ [Name]

Date \_\_\_\_\_

**(SENCo)**

Signed \_\_\_\_\_ [Name]

Date \_\_\_\_\_

**(SEND Governor)**

**This policy will be reviewed annually.**