



Special Educational Needs and Disability (SEND) Policy

Created: September 2018
Reviewed: July 2019
Revised: September 2022
Reviewed: November 2023

This policy takes into account the following statutory guidance and legislation:

- Special educational needs and disability code of practice: 0 to 25 years, April 2020 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Children and Families Act 2014 <https://www.legislation.gov.uk>

More details about the SEND code of practice and available support can be found in the following places:

On the Department for Education's website: <https://www.gov.uk/education/special-educational-needs-and-disability-send-and-high-needs>

On Sheffield's SEND Local offer website

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

At the SEN Disability Information and Support Service

<https://www.sheffield.gov.uk/home/schools-childcare/sen-and-disability-information-support-service>

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Section 1: Coordination of SEN – Roles and Responsibilities

- Mr Michael Watson, The Head Teacher, has an overview of all aspects of Inclusion.
- Mr David Preston, SENCO Inclusion Manager & Deputy Head Teacher, takes the lead role in relation to SEND and is part of the Senior Leadership Team and is responsible for overseeing and supporting the work undertaken by the learning mentor and teaching assistants as well as the day-to-day operation of the SEND policy within school. **Contact details** – d.preston@huntersbar-jun.sheffield.sch.uk
- The Designated Safeguarding Lead is Michael Watson: m.watson@huntersbar-jun.sheffield.sch.uk
- The Designated Safeguarding Deputies are: David Preston (Deputy Head Teacher): d.preston@huntersbar-jun.sheffield.sch.uk and Ashwa Abdulla (Learning Mentor) ashwa.abdulla@huntersbar-jun.sheffield.sch.uk
- The SEND and Inclusion Governor is Hannah Collison. The purpose of the SEND and Inclusion Governors is to support the strategic development of SEND and monitor the quality and effectiveness of SEND provision within school, providing updates to the governing body.
- There are two inclusion team based HLTAs: Susannah Williams and Keeley McGregor, whose responsibilities include supporting children in school who have additional needs.
- A further team of TAs provide additional day to day support for individuals and groups of children with SEND, supporting class teachers to ensure all children are safe, happy and included, able to access learning opportunities and make progress with planned outcomes and the development of independence.
- The members of staff responsible for meeting the medical needs of pupils are Susannah Williams, Clive Fairweather and Louise Blacksell.

Section 2: Aims and Objectives:

The aims of this policy are:

- to ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five *Every Child Matters* outcomes:
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well being
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

All teachers at Hunter's Bar Junior School are teachers of pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Pupils with SEND do not follow a different curriculum to other pupils unless absolutely necessary. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEND and reasonable adjustments are made. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Access arrangements for examinations are organised jointly by the Year 6 teachers and Inclusion Manager.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately using AfL techniques

rather than pre-supposing ability, and assessments are used to inform the next stage of learning.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The needs of the child are considered paramount.

Teachers respond to children's needs by:

- using assessment for learning techniques to ensure that learning is pitched at an appropriate level for all children in all lessons;
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of multi-sensory approaches, planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their impulses and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to participate fully.

Section 3: Purpose of school approach to SEND Aims

- To raise the aspirations of and expectations for all pupils with SEND.
- To focus on outcomes for children and not just hours of provision or support.

Objectives:

1. To provide a Special Educational Needs Co-ordinator (Inclusion Manager) who will promote policy and practice specified in the SEND Inclusion policy.
2. To identify and provide for pupils who have special educational needs and additional needs through early identification.
3. To work within the guidance provided in the SEND Code of Practice 2014 and the 2020 update.
4. To operate a 'Whole pupil, whole school' approach to the management and provision of support for special educational needs, ensuring a caring and inclusive environment.
5. To use the 'Assess, Plan, Do, Review' approach (in line with the SEND Code of Practice 2014) in order to reach a high level of achievement for all.
6. To provide support and advice for all staff working with SEND pupils.
7. To work in close partnership with class teachers, support staff, outside agencies, parents/carers and the pupils themselves sharing support and advice.
8. To ensure that SEND and inclusive provision is positively valued and accessed by staff and parent/carers

Section 4: Definition of SEN

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.

Supporting Pupils with Medical Conditions

Pupils' medical needs may be broadly summarised as being of two types:

- (a) **Short-term**, affecting their participation in school activities while they are on a course of medication.
- (b) **Long-term**, potentially limiting their access to education and requiring extra care and support

The Children and Families Act 2014 places a duty on schools to make arrangements for children with medical conditions. **Pupils with medical conditions have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. (see medical policy)**

Section 5: Identification of pupil's needs

We believe that the purpose of identification is to decipher what action should be taken in order to best support a child, not to fit a pupil into a category. We identify the needs of pupils by considering the whole child, not just the special educational needs they have. We are part of the south-west Sheffield partnership of schools (SWIP) and, as such, abide by an agreed list of criteria when including a child on our SEND register.

Many of the children who join our school have already attended Hunter's Bar Infant School. In many cases children join our school with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Further assessment within the Junior School can provide us with additional information.

Early identification is vital. Communication of any concerns held by the class teacher, parents or Inclusion Manager informs decisions at the earliest opportunity to help identify additional support needs. Teaching Assistants may be involved in identification and early

assessment. On-going tracking highlights and informs this identification. Teaching assistants also keep records of the impact of interventions. These feed into decisions about provision mapping and future interventions.

The procedures follow the SEND Code of Practice. The school employs a graduated response through interventions at *a range of levels*. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources, beginning with quality first teaching. We refer to this level of support as School Support. The child's class teacher will provide interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

The Special Educational Needs Co-ordinator (Inclusion Manager) will become involved if the teacher and parents feel that the child would benefit from further support. The Inclusion Manager will take the lead in further assessments of the child's needs, should a child move to SEN Support and be put on the school SEND register. Initiating SEN Support occurs when a child is identified by school staff of having a need of 3 or greater in any area on the Sheffield Support Grid Exemplar (SSGe).

If a child's needs are particularly complex and/or severe, the Inclusion Manager and parents will discuss escalating support further through a 'My Plan' or through the EHC Plan application process. The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. In the event of further assessment, the school/LA will seek a range of advice and evidence to determine whether or not to make a formal EHC Plan.

Within the SEND 2014 Code of Practice there are 4 main categories of need which are considered as SEND needs. These are:

1. **Cognition and Learning** (for example, *where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisational and memory skills or have a specific difficulty affecting one particular part of their learning performance such as English or maths*)
2. **Social, emotional and mental health** (for example, *where children have difficulty in managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing*)
3. **Communication and interaction** (for example, *where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others*)
4. **Sensory and/or physical** (for example, *children with visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment*)

Behaviour sits outside the four areas of need. This is what is observed first and can obscure what the underlying need could be. Staff response to behaviour needs to be clear and consistent as outlined in the behaviour policy. Where children are displaying frequent difficulties with their behaviour, observations and assessment will be used to try to determine any underlying contributing factors. This will involve consultation with parents and may lead to making or signposting referrals to outside agencies.

The following are considered not to be SEND but may impact on progress and attainment:

- Attendance & punctuality
- Health & welfare
- English as an Additional Language
- Being in receipt of a Pupil Premium grant
- Being a looked after child
- Being the child of a service man or woman
- Having experienced Adverse Childhood Experiences (ACEs)

Identifying behaviour as a need is no longer an acceptable way of describing SEND in the Code of Practice 2014. Any concerns relating to behaviour will be described as a response to one of the main 4 categories of need described above.

Section 6: A Graduated Approach to Interventions

Our school provides 'Quality First Teaching,' which includes personalising learning to meet individual needs through differentiated tasks, provision of support through modifying learning objectives, teaching styles and access to resources.

Quality First Teaching:

Wave 1 - All teachers receive regular CPD opportunities in order to develop high quality teaching skills. The class teacher will make use of all available classroom and school resources. This may include additional resources, concrete materials, visual scaffolds and supports, sensory / movement breaks, development of the environment and the use of year group teaching assistants to support learning. Communication with parents will primarily take place through parent's evenings and the end of the year written report. Parents will be clearly informed of targets set for their child and of any areas of difficulty that their child is presenting.

Wave 2 – Teachers continue to use high quality first teaching in their approach to ensuring progress for all children. In addition, teachers will provide pupils with access to high quality interventions which may be delivered 1:1 or in small groups in order to address any areas of weakness and to support children to meet their respective end of year expectations. Interventions will be recorded in class provision grids together with evidence of their impact on progress.

Wave 1 and 2 interventions are accessed by many children across school to enable them to make progress and close gaps. Access to wave 2 does not directly lead to placement on the SEN register.

SEN Monitoring Stage:

Children who have been consistently accessing wave 1 and 2 interventions but are still falling significantly outside of the range of expected academic achievement for their respective year groups will be monitored. This includes children who may:

- Have made little or no progress.
- Show signs of difficulty in developing literacy or mathematical skills, which are resulting in poor attainment in these and other curriculum areas.
- Present persistent emotional or behavioural difficulties which are not managed or alleviated by the school's behaviour management strategies.
- Have sensory or physical problems which are affecting their progress.
- Have communication and/or interaction difficulties which are affecting their progress academically and / or socially.

- a) Once a pupil has been identified as possibly requiring SEN provision, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide appropriate learning opportunities that will help the pupil to make progress (wave 1 and 2 interventions). As detailed above, these steps will be recorded on class provision maps which will be updated on a termly basis and will demonstrate both the support in place and the impact it has had on progress. This will form part of the '**Assess, Plan, Do, Review**' cycle.
- c) The SENCO and Inclusion team will be consulted for support and advice and may wish to observe the pupil in class, gather further information (using the Sheffield SEND Support Grid and a range of assessment tools), or make referrals to outside agencies, such as the SALT team or MAST.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from SEN support, they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- h) Parent's evenings are used to discuss the progress being made by children.

Monitored children will be reviewed regularly by the inclusion team using progress data, class provision grids and discussions with class teachers. Throughout the whole of this process, school use the **Sheffield Special Educational Needs and Disability Support Grid (SSG)** which can be found on the school website. This helps to provide a clear format and consistency to support children's needs.

Once identified as having SEND, the Inclusion Manager and Senior Leadership Team will monitor that high quality teaching, differentiated for the individual pupil is in place. Training is provided for all teaching staff to ensure they can deliver Quality First Teaching. Where a period of differentiated support has not resulted in the pupil making adequate progress or where the nature of the pupil's needs are unlikely to be met by such an approach, the pupil will be placed on the SEND register and the Inclusion Manager, with the permission of parents/carers, will refer to appropriate outside agencies.

Examples of outside agencies we access include:

- Educational Psychology service
- Speech and language Therapy
- Autism Team
- Multi Agency Support Team (MAST)
- Children and Adults Mental Health Services (CAMHS)
- Visual Impairment Team
- Social care

Section 7: SEN Support

We are committed to whole school inclusion. In our school we support a range of pupils needing SEN provision. We will seek specialist SEN provision and training from SEN services where necessary.

The types of special educational needs that are provided for are; ADD, ADHD, Autistic Spectrum Disorders, Dyslexic Tendencies, Learning difficulties, Social, Emotional and Mental Health difficulties and Speech and Language difficulties.

Where it is determined that a pupil requires SEN provision, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to ensure that effective provision is put in place to help remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This process is not just for children on SEN support but is used at all waves. It is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. 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, attainment and impact of any previous interventions received, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, 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, pupil, parents and SENCO / Inclusion Team to agree the adjustments, interventions, scaffolds, strategies 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.

SEN support plans will be created for each child on the SEN register.

All staff working with the pupil 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 and for making sure progress towards any agreed outcomes is made. 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 to plan for pupil's learning, to assess the impact of support and interventions in place and to make 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 SENCO.

Review

Reviews of a child's progress will be made regularly by the class teacher and for children on the SEN register will be formally reviewed three times a year as part of a review process with the SENCO, class teacher and parents.

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, their parents' / carers and, where applicable, any outside agencies involved. The class teacher, in conjunction with parents', the pupil, the SENCO and other involved members of staff, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward.

If a child continues to demonstrate significant cause for concern further advice might be sought from the Educational Psychologist, the Learning Support Service, other specialist teams or health / care partners. At this stage a My Plan may also be written. (See below)

My Plan

For children with long term needs requiring a range of services, a My plan will be written. This will be done in collaboration and consultation with school staff, parents, the child and other involved agencies and will gradually build to become a comprehensive record of strengths, needs and support. Children on My Plans will continue to have termly reviews and outcomes relating to education, health and social care.

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, planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be made at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- The child's view
- The parent's view
- Teachers
- SENCO
- Any other agencies currently working or involved with the child e.g. Learning Support/ Educational Psychologist Report
- 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 not 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 and My Plans can be found via the SEND Local Offer:
<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=1rNlu076E1Y>

Or for independent SEN information and advice please contact:

Sheffield SEN & Disability Information Advice and Support

Floor 6

North Wing, Moorfoot

City Centre

SHEFFIELD

S1 4PL

0114 273 6009

E-mail ssendias@sheffield.gov.uk

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Sheffield City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The child, 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 and have period of 15 days in which to make a response. 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 staff, parents and the pupil. The annual review enables 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.

For more information please contact:

The SEN Assessment and Placement Team

Sheffield City Council

North Wing, Level 5

Moorfoot Building

Sheffield S1 4PL

Email: ed-sensupportteam@sheffield.gov.uk

Section 8: Facilities for pupils with SEN

The school complies with all relevant accessibility requirements with our context. We are a Victorian school located in a densely populated area of Sheffield. Our school has a ramp to enable access onto the ground floor and to both school yards but our upper levels are not wheelchair accessible.

In school, we have a number of small spaces available for small group work and interventions, including the Sunshine Room and the Rainbow Room, however, we are very limited in terms of spaces available outside of the classrooms. We use dark dens around school to support children with sensory needs and classrooms are set up to be as inclusive as possible e.g. e.g. visual timetables, dyslexic friendly learning environments and resources.

Section 9. Arrangements for co-ordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff will also have access to:

- The Hunter's Bar Junior School SEN Policy;
- Guidance on identification of SEN in the Code of Practice and a copy of the Sheffield Special Educational Needs and Disability Support Grid.
- Information on relevant individual pupils' special educational needs, including their agreed outcomes, small steps and agreed strategies, intervention and support.
- Practical advice, training, teaching strategies and information about types of special educational needs and disabilities
- Information available through Sheffield's SEND Local Offer and SEND gateway.

In this way, every staff member will have complete and up-to-date information about all pupils needing SEN provision and their requirements. This will enable them to provide for the individual needs of all pupils that they are responsible for.

This policy is made accessible to all staff, governors and parents in order to aid the effective coordination of the school's SEN provision.

Working in Partnership with Parents

The school operates an open-door policy and works closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents as they have much to contribute to our support for children with special educational needs.

The school will seek to engage the services of a translator where requested by parents or deemed necessary by the Inclusion Manager to ensure partnership in developing strategies to help an individual pupil.

Parents are in close contact with school and are fully aware of the support in place for their child through attending three structured conversation meetings per year (see below).

Parents are encouraged to contact the SENCO if they have any concerns they wish to discuss. All contact with parents is recorded. We seek parental permission before the involvement of any outside agencies, arrange meetings between outside agencies and parents and share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The school prospectus / website contains details of our policy for special educational needs, and the arrangements made for these children in our school.

Managing Pupils' needs on the SEND register:

Structured conversations are held for children on the SEND register three times per year in October/November, February/March and June/July. This is a collaborative meeting in which the pupils' views are shared, and parents/carers join together with an appropriate combination of class teachers, support staff and the Inclusion Manager to discuss progress, concerns and new outcomes for the children. In addition to these, the Inclusion Manager invites all parents of pupils with SEND in to school for an informal meeting, at the start of the academic year, to share any pertinent information for the year ahead.

During the structured conversations, previous outcomes are reviewed and new outcomes are agreed upon. Parents continue to be welcome to meet with staff at any other times in the year to discuss any concerns they may have or to share new information.

There is a core expectation that the class teacher holds the responsibility for evidencing progress. The structured conversation will follow the Assess, Plan, Do, Review cycle – in which the needs of the pupil are assessed, plans are then set and carried out and reviews are planned for monitoring progress. The time frame for these reviews depends very much on the needs of the child but for the majority of children reviews take place at the three meetings mentioned previously. The Inclusion Manager is responsible for setting review dates, ensuring that any plans are kept up to date and that all parties have copies of any documentation.

Where pupils are identified as having SEND, provision may be made in a variety of ways, such as:

- In class support for a small group with the Class Teacher or Teaching Assistant (TA)
- Small group withdrawal with the class teacher, a TA, the Learning Mentor or Inclusion Manager
- 1:1 support with a TA or the Learning Mentor
- A specific programme of intervention e.g. Fisher Family Trust or Success at Arithmetic
- Provision of alternative learning materials/equipment e.g coloured overlays, sloped writing desks or concrete resources.
- Access to specialist teaching and support from external agencies e.g Speech and Language therapists

If additional funding is required, the school need to present their case to the locality of schools and the decision is made by an SEN panel consisting of the locality SEND manager, Inclusion Managers, Educational Psychologists and a member of the MAST team.

Section 10: Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on a provision map, which is updated termly and/or when the intervention is changed. These are updated by the class teacher and support team and are monitored by the SENCO and Inclusion Manager. Information about SEN provision, intervention and need is shared as part of the transition process at the beginning of each academic year.

Pupil progress and intervention is monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision and specific interventions are effective and to inform future SEND planning.

Hunter's Bar Junior uses tools such as B Squared and the Birmingham tool kit to assess, plan for, monitor and track progress of children with SEND.

SECTION 11: Exiting the SEND Register

Once a child is making satisfactory progress and/or they no longer require support from an outside agency, they can be removed from the SEND register. They are placed on our 'Inclusion Register' and continue to be monitored by the class teacher and the Inclusion Manager at Pupil Progress Meetings until it is felt that they are no longer at risk of becoming a concern.

Section 12: 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, who will be able to advise on formal procedures for complaint.

Section 13: Training and resources

Currently, the school receives no funding beyond the delegated notional SEN funding (historic banded funding ceased in April 2017). High-needs funding and crisis case funding can be applied for at specific times in the year. In Sheffield, the responsibility for allocating high needs funding has been delegated from Sheffield City Council to localities.

Information about these processes is available at:

www.learnsheffield.co.uk/inclusiontaskforce

Resource needs and the training needs of staff are identified and planned during discussions with the Senior Leadership Team. All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. The Inclusion Manager ensures staff are up to date with current initiatives through staff Professional Development Meetings (PDMs).

The Inclusion Manager attends the Local Authority's network meetings for Inclusion Managers, keeps in regular contact with the Inclusion Manager at Hunter's Bar Infant School and our Secondary feeder Schools and plays an active part in the Locality SEND team in order to keep up to date with Local and National updates in SEND.

SECTION 14: Roles and Responsibilities: Further information

The Head teacher and Inclusion Manager are responsible for PPG and LAC funding.

The role of the Head Teacher:

- Ensure that the Inclusion Manager is able to influence strategic decisions about SEND.

- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to Classroom Teachers and TAs).

The role of the SEND Governor:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the Code of Practice.

The role of the Inclusion Manager/ Inclusion Manager:

The Inclusion Manager's role is a strategic one working with Senior Leadership to review and refresh the SEND policy and then with the classroom/subject teachers to review its practice ensuring every child with SEND gets the personalised support that they need. The role involves:

- Overseeing day-to-day operation of school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with designated teachers where a Looked after Child has SEND.
- Advising on the graduated approach to SEND Support.
- Advising on the use of a delegated budget and other resources.
- Liaising with parents of children with SEND.
- Links with other education settings and outside agencies.
- Liaising with potential next providers of education.
- Ensuring that SEND records are kept up to date.

The role of the Class Teacher:

Classroom and subject teachers are at the heart of the new SEN Support system. They drive the movement around the four stages (assess, plan, do, review) of action with the support guidance of the Inclusion Manager and specialist staff.

They should:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- Keep the provision map up to date (alongside TAs), outlining current provision arrangements and targets for all pupils in their class with additional needs.
- Be responsible for meeting special educational needs; use the Inclusion Manager and inclusion team strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help them.
- Carefully monitor the progress of pupils with SEND in their class and make timely adjustments to provision as and when necessary.
- Involve parents and pupils at every stage.
- Attend the three monitoring meetings per year to communicate with parents about children with SEN in their classes.

The role of the Teaching Assistants:

Teaching Assistants are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the Inclusion Manager to deliver pupil progress and narrow gaps in performance. The Inclusion Manager is their line manager and works closely with the HLTAs to decide how best to deploy them depending on their level of experience and individual skillsets. The members of staff with responsibility for meeting the medical needs of pupils come from within the TA team.

Their role includes:

- Assisting teachers in carefully monitoring the progress of pupils with SEND and make timely adjustments to provision as and when necessary.
- Provide regular communication with parents both formally and informally.
- Support pupils with SEND, focusing on the achievement of specific outcomes, as part of a package of support for the individual child but never as a substitute for quality first teaching.
- Have high aspirations for every pupil.
- Keep the school provision map up to date.
- Assisting teachers in keeping the class tracker up to date

The role of the Learning Mentor

- Designated Safeguarding Officer
- Attendance and Punctuality
- Managing pupil files and monitoring behaviour systems
- Family liaison and wellbeing
- Improving parental engagement
- Work in partnership with outside agencies such as MAST, CAMHS and Social Care.
- Part of the whole school approach to SEND working in partnership with the class teachers and the Inclusion Manager to deliver pupil progress and narrow gaps in performance.
- Help to remove barriers to learning for children and families

Section 15: Storing and Managing Information

Documents are stored in line with the school's Management of Records policy in a secure space. When pupils leave the school, the pupils' records are sent to their new school and no originals are retained, unless they are subject to legal proceedings. The Inclusion Manager provides teachers with up to date documents relating to their current pupils which they keep securely in their classrooms.

Section 16: Reviewing the Policy

Given the climate of change, since progressing to the new requirements of SEND for school effectiveness from September 1st 2014, the school will undertake a review of both policy and practice annually.

Section 17: Accessibility

Accessibility plans and strategies are in place in line with what is practical within the constraints of our Victorian school building.

The school identifies and removes barriers to learning through observations of pupils and discussions between teachers, the Head teacher and Inclusion Manager, during pupil progress meetings and SEND meetings with the Inclusion Manager.

The school promotes access for all pupils to the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities and school visits.

Section 18. Links with other schools

If a child leaves nursery or pre-school with additional needs then our school SENCO will also attend transition review meetings with the class teacher and liaise with the previous setting's SENCO about the child's needs.

Pupils joining or leaving the school part way through the primary stages have their information shared via transition sessions with the relevant SENCO/member of staff at their previous/destination school.

There are a number of transition dates put in place for Year 6 pupils to attend their chosen secondary school. At least one review meeting is arranged between the SENCO, parents (where appropriate) and the secondary SENCO and all relevant information is passed on.

The school works in partnership with the other schools through a number of different links e.g. SWIP SENCO's group, Locality F meetings. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Termly SENCO meetings are also held by the local authority, which provide opportunity to network with other SENCO's and share good practice.

Section 19. Links with other agencies and voluntary organisations

Hunter's Bar Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCO is the designated person responsible for liaising with the following:

- Sheffield Education Psychology Service
- Behaviour Support Service
- FIS (Family Intervention Service – Formerly MAST (FCAF leader also liaises)
- Social Services (FCAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Autism Team
- ADD / ADHD nurse (Ryegate Centre)
- School Nurse
- Specialist Outreach Services
- The Rowan Special School

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Section 20: Appendices

For our Local Offer, please visit www.sheffielddirectory.org.uk

Please see the school website or contact the school office for copies of any policies mentioned in this document.

Policy Information:

This policy was developed in consultation with governors, parents, the senior leadership team, teaching and support staff. This policy is linked to the Behaviour, Equal Opportunity and Assessment policies, and in accordance with the SEND Code of Practice 2014 and under advice from The National Association of Special Educational Needs (NASEN).