



Hartshorne CE Primary School & Governor Run  
Nursery

## Special Educational Needs, Disability and Inclusion Policy

November 2024

Review date: November 2025

Our vision is to see all children and staff flourish.  
Living out our Christian values in our school and the world around us.  
Growing for today, tomorrow and the years to come

*God's family, growing together; inspiring our world*

SENDCo: Sara Mindham

Link Governor: Mrs Debbie Patrick

Chair of Governors: Mrs Sarah Withnall

Reviewed Oct 2024

Review Date Oct 2025

At Hartshorne Church of England Primary School & Governor Run Nursery we value the abilities and achievements of all children and are committed to providing the best possible learning environment for all children, including those with special educational needs and disabilities.

The school's SENDCo (Special Educational Needs and Disabilities Co-ordinator) Support Teacher is Sara Mindham and our link Governor is Mrs Debbie Patrick. The policy will be reviewed on an annual basis to ensure that it is fit for purpose and in line with current legislation.

Aims:

To ensure that all children have access to a broad and balanced curriculum.

To provide a differentiated curriculum appropriate to the needs of all children.

To identify when children have special educational needs and/or disabilities and respond promptly.

To ensure that children with special educational needs and/or disabilities take as full a part as possible in school activities.

To ensure that parents are kept fully informed of their child's progress and attainment.

To include, where appropriate, children with special educational needs and/or disabilities in decisions affecting their future and provision.

Hartshorne Church of England Primary School & Governor Run Nursery will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

### **Definition of Special Educational Needs and Disability**

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,

Or

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Special educational needs and disability code of practice: 0 to 25 years, DFE January 2015)

Children must not be regarded as having learning difficulties solely because their language, or the form of the home language, is different from that in which they are taught.

Special Educational Needs could mean that a child has difficulties in:

**Communication and Interaction** - in expressing themselves or understanding what others are saying.

**Cognition and Learning** - in acquiring skills.

**Social and Emotional Mental Health** – this may include (but is not limited to) making friends or relating to adults or behaving properly in school.

**Sensory and/or Physical** – this may include (but is not limited to) children with a hearing or visual impairment, which might affect them in school or a medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

### **The graduated approach to special educational needs provision**

The class teacher will plan a range of differentiated activities in all areas of the curriculum and will monitor and assess children every half term. For some children, despite receiving differentiated teaching they may require additional support because they:

- Make little or no progress.
- Demonstrate difficulty in developing literacy and numeracy skills.
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory / physical problems, and make little progress despite the provision of specialist equipment.

The class teacher will consult with the SENDCO and the child's parents and the decision to support the child at 'School Support' will be made.

Hartshorne Church of England Primary School & Governor Run Nursery adopts the levels of intervention as described in the SEND (Special Educational Needs and Disabilities) Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. 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:** an analysis of the child's needs will be carried out by the class teacher & SENDCo. Outside agencies may also be involved.

**Plan:** if the school decides to provide the child with SEN support parents/carers will be notified. All staff involved with the child will be informed.

**Do:** interventions/support will be delivered.

**Review:** the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents through this process

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

## **Transition**

As soon as we are aware that a child with SEND is entering or leaving school the SENDCo will contact the feeder school. Early transition arrangements and liaison between the child and their parent / guardian, staff at Hartshorne Church of England Primary School & Governor Run Nursery, and staff from the feeder school is carefully planned. This provides an opportunity for the sharing of information to take place, along with the opportunity to observe teaching and learning in the feeder setting in order to continually meet the needs of all children entering or leaving Hartshorne Church of England Primary School & Governor Run Nursery.

## **Progress of SEND pupils**

The progress of SEND pupils is tracked individually and as a class, year and whole school group. Teachers will discuss the progress and attainment of SEND pupils termly with the Senior Leadership Team. We expect SEND pupils to make good progress from their starting points.

## **Attainment of SEND pupils**

The majority of SEND pupils are assessed using the school system of year group judgements of below, working towards, expected and greater depth. Those children who are judged as below, which includes SEND children, are judged using the appropriate year group to their development, for example a child in year 5 may be assessed using the year 3 judgements if they are appropriate. Pupils making very small steps of progress are assessed using The Engagement Model (P1-4), The Early Years Celebratory checklist and the Pre-Key Stage Standards. These are under review and we will adapt our practise as new guidance is issued.

## **Accessibility**

Hartshorne Church of England Primary School & Governor Run Nursery was built in 1875. It is accessible by ramps to the main building. We have a disabled toilet fitted with an alarm. Some children are supported by specialist staff or Teaching Assistants on a 1-1 basis for some of their time in school in order for them to access activities safely and to the best of their ability or to develop specific skills.

## **Parents and Carers**

We value the views and opinions of parents and guardians of children with special educational needs and disabilities. They are invited into school for annual and termly reviews and are consulted where appropriate in decisions made regarding their children's education. Parents are able to speak to staff in school on a daily basis should they wish to. Where appropriate we encourage parents to contact professionals from 'SENDIASS' (Special Educational Needs & Disability Information, Advice and Support Service) in order to access relevant support and advice. If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

If you have concerns that your child has an unmet special educational need after speaking to your child's class teacher or feel you need more support, you should contact the SENDCo Support Teacher (Sara Mindham). Any complaints from parents of pupils with SEND concerning the provision made in school will be referred to the Headteacher and link Governor for investigation. A copy of the Special Educational Needs Code of Practice can be downloaded at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>