



HPP SEND and Inclusion Policy

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‘Be the best you can be!’

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At HPP we aim to ensure high quality and inclusive education for all its pupils. We recognise the individual needs of children and seek to meet them effectively.

1. Aims

At Hampton Primary Partnership our vision for children with special educational needs and disabilities is the same as for all children: they achieve well at school, have the same opportunities, are happy at school and make excellent progress. We promote an atmosphere of encouragement, acceptance and respect for effort and achievement. Our core aims are to set ambitious targets and to ensure excellence for all. We ensure children become increasingly independent so that by the end of each key stage they are ready for the next stage of their education. We are an advocate of the Local Authority's Inclusion Charter which states that all children are welcome and we understand that every child is unique and learns in different ways.

Staff at HPP will ensure that:

- all pupils have access to a broad and balanced curriculum that also addresses their pastoral care including any social and emotional needs
- a differentiated curriculum appropriate to individual needs and ability is provided
- rapid identification of all pupils requiring SEND provision takes place as early as possible in their school career
- SEND pupils take as full a part as possible in all school activities
- parents of SEND pupils are kept fully informed of their pupil's progress and attainment
- SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

The school recognises that many pupils will have special needs at some time during their school life. In implementing this policy, we believe that pupils will be helped to overcome their difficulties.

We recognise that some pupils will need additional support with the social and emotional demands of school life to help them achieve their full potential educationally and as individuals. Many factors contribute to the range of difficulties experienced by some pupils, but much can be done to overcome problems through adopting a child-centered approach with parents, teachers and pupils working together.

2. Legislation and guidance

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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (Inclusion Leads) and the SEND information report

This policy should also be read in conjunction with the SEND Information report and the following policies: Behaviour Policy, Assessment Policy, Equal Opportunities Policy, Safeguarding Policy, Complaints Policy, Medical Policy and Accessibility Plan and any other policy that is relevant to SEND within school.

3. Quality First Teaching

Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND Code of Practice, 2015).

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. (Send Code of Practice 6.37).

At HPP, we work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of every child/young person.

We continually reflect on our Quality First Teaching to allow all children to succeed. This includes small step planning, modelling, adaptive teaching, effective assessment for learning, awareness of cognitive overload and revisiting key concepts.

We ensure that all teachers and support staff tailor and adapt their teaching in order to effectively support each child.

We monitor and review the quality of teaching for all pupils through observations, training and reviews.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is not compromised by anything less.

4. Definitions

The Special Educational Needs and Disability Code of Practice 2015 states that 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 them. A child of compulsory school age or a young person has a learning difficulty 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.

5. Roles and responsibilities

5.1 The Inclusion Lead

The Inclusion Lead at HPP is Lisa Maxted. The SEND Lead Teachers are Chloe Hughes and Gemma Delaney.

They will:

- Work with the Executive headteacher, Head of school and Governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- liaise with parents of pupils with SEND
- 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 SEND up to date

5.2 The Governors

The Governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Executive Headteacher, Heads of School and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

5.3 The Executive Head Teacher and Heads of School

The Executive Headteacher and Heads of School will:

- Work with the Inclusion Lead and Governors to determine the strategic development of the SEND policy and provision within the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 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 Inclusion Lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SEND Information

6.1 The kinds of SEND that are provided for

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

Broad areas of need

These four broad areas give an overview of the range of needs that should be planned for. In practice, individual pupils often have needs that cross all these areas and their needs may change over time.

Cognition and learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and with associated difficulties with mobility and communication
- profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD).

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for

every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic Spectrum Condition (ASC), Attention deficit disorder (ADD) and Attention deficit hyperactive disorder (ADHD) are included within this area.

Autistic pupils may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressed behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming. Behaviour Attachment disorder is included within this area.

Sensory and/or physical needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils with a MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

HPP also currently meets the needs of pupils with an Education, Health and Care Plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority, in consultation with the school.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

6.2 Identifying pupils with SEND and assessing their needs

At HPP teachers are responsible for initial identification of pupils with SEND and in collaboration with the Inclusion Lead will ensure that those pupils requiring different or additional support are identified at an early stage. Parents who have concerns about the progress of their child should discuss these with the class teacher in the first instance.

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.

Within HPP, class teachers regularly monitor the progress of all pupils to review their progress. We use a range of assessments with pupils at various points for example: Y1 phonics screening, Speechlink, teacher judgement, termly PP meetings (Pupil Progress meetings) and end of term assessments. 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 pupil 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 SEND.

The Class Teacher with support from the Inclusion Lead will:

- assess learning difficulties and identify the need for support within differentiated lesson planning
- provide starting points for an appropriate curriculum
- ensure on-going observations/assessments and provide regular feedback on achievements/experiences, for planning next steps in learning
- provide individual targets for pupils
- implement targeted interventions as appropriate
- involve parents in a joint learning approach for home/school

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.

The principle of early identification and intervention underpins our approach to recognising those pupils who require extra help. This is put in place, even if a special educational need has not been formally identified. This extra support is intended to enable the pupil to catch up. Examples of extra support are: Occupational Therapy activity groups, Literacy and Numeracy support strategies and interventions, Yellow/Blue box reading interventions, Precision Teaching, Plus 1 and Power of 2.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to ascertain an appropriate individualised intervention programme. In many cases, these underlying needs often give insight to inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise and advice.

The purpose of this more detailed assessment and review is to understand the additional resources and different approaches which are required to enable the pupil to make better progress. These will be shared with parents and put into a support plan which is reviewed termly and refined / revised if necessary. At this point, if the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (though would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided alongside the teaching approaches to be used and this will be rigorously monitored. The school judges whether any additional support offered has had an impact on the pupils' educational progress using the Code of Practice **Assess, Plan, Do, Review** model.

If, after interventions at year group SEN Support level, with assess, plan, and review firmly in place, the pupil is not making progress in their personal areas of need, an application for a Needs Assessment can be considered, in consultation with parents/carers.

A small minority of pupils who have significant and long-term difficulties may require a Needs Assessment – possibly leading to an Education Health and Care Plan (EHCP). This would usually be required where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, they have still not made expected progress and need additional support in which to do so.

The Inclusion Lead acts as Lead Professional, and the process will involve collating the work and input from all external agencies involved e.g. Speech and Language Therapists, Occupational Therapists, CAMHS, Educational Psychologists and submitting the Needs Assessment to the local authority.

The Needs Assessment and EHCP process takes 20 weeks in total and is only required for pupils whose learning needs are both significant, long-term and complex.

6.3 Consulting and involving pupils and parents

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 the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will receive SEND support.

All parents of pupils are invited to discuss the progress of their children each term and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, where regular progress monitoring indicates that a pupil needs access to some additional teaching to help them catch-up, this will not imply that the pupil has a special educational need. If, following this normal provision, improvements in progress are not evident, we will contact parents to discuss this and what we propose to help us 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; a SEN plan will be written and parent/s will be offered the opportunity to discuss their child's SEN needs with the Inclusion Lead or SEND Lead Teachers each term. Parents will be actively supported to contribute to assessment, planning and review.

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. Information will be made accessible for parents.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Every pupil in the school has their progress tracked every term. In addition to this, pupils with special educational needs will have targets on their SEND Support Plans reviewed and this will allow for small steps of progress to be measured.

The class or subject teacher will work with the Inclusion Lead and SEND Lead Teachers 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 pupil'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

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.

6.5 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

6.6 Provision and adaptations to the curriculum and learning environment

At HPP, the main methods of provision made by the school will be:

- Full-time education in classes, with additional help and support from class teachers through a differentiated curriculum
- In-class support with some adult assistance dependent on need
- Periods of withdrawal to work on targeted interventions with support staff (school or outside agencies)
- 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.
- Adapting our resources and staffing
- Using recommended aids, such as laptops or Chromebooks, visual timetables, larger font, concrete resources, manipulatives etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The Inclusion Lead and SEND Lead Teachers will coordinate all provision for pupils with SEND.

We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, together with the strategies described in SEND Support Plans/ Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

6.7 Additional support for learning

Schools receive funding for SEND pupils. This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and is evidence-based. The amount of support required for each pupil to make good progress will be different in each case. In exceptional cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives.

The Executive Headteacher has the final say in the use of the personal budget within the school.

We have LSAs who:

- are trained to deliver interventions
- will support pupils on a 1:1 basis
- will support pupils in small groups

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language
- Educational Psychology
- Occupational Therapy

6.8 Expertise and training of staff

The Inclusion Lead has experience in this role and has achieved the relevant NASENCo Lead qualification.

HPP is keen to train and develop the expertise of every staff member; all teaching and non-teaching staff take part in our Performance Management process, a part of which is identifying and meeting training needs.

We are a member of the National College and all staff have access to a wide range of online training videos.

In addition, several teachers and LSAs have undergone enhanced and specialist training, such as speech and language, Makaton, sensory circuits, NELI, TEACH, ELSA, Drawing and Talking and LEGO therapy. Where a training need is identified beyond this, we will find a provider who is able to deliver it.

6.9 Securing equipment and facilities

We have a variety of equipment and resources available to support children generally. Necessary specialist equipment will be considered on an individual basis.

6.10 Evaluating the effectiveness of SEND provision

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Which allows the attainment gap to close between the pupil and children of the same age
- Matches or improves on the pupil's previous rate of progress

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

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions
- Using pupil voice
- Monitoring by the Inclusion Lead and SENDS Lead Teachers
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

At HPP, all pupils are encouraged to go on our residential trip(s) and to participate in any sports day, school plays, special workshops, visits etc. All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. For some pupils 'reasonable adjustments' may need to be made. This is always carried out in partnership with families and carers.

6.12 Support for improving emotional and social development

We understand the importance of enabling all pupils to develop emotional resilience and social skills, both through direct teaching, e.g. in PSHE and indirectly within every conversation adults have with pupils throughout the day.

Pupils who have emotional and social needs as a consequence of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. At Annual Review meetings, the parents' and pupil's views are included in the paperwork and children are also invited to comment on their progress towards targets at SEND reviews.

Children and young people with SEND may be vulnerable to bullying, so it is important to ensure that they report any behaviour that concerns them. HPP has a zero-tolerance approach to bullying and it is important that we continue to address bullying behaviour, as well as raising awareness of SEND for everyone in the school community. Incidents of racism and bullying are reported termly to the Local Authority.

For some pupils with additional needs in this area we also can provide the following: mentor time with a significant adult, time-out space in the classroom for a pupil to use when upset or agitated; additional support from the school's Emotional Literacy Support Assistants, Social Stories and specific interventions such as play therapy and Lego Therapy.

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils can have access to the play therapist (KS1) or school counsellor (KS2)
- Pupils can attend Social thinking groups to develop strategies on how to cope in social situations
- Pupils can access ELSA or Drawing and talking interventions
- Pupils can access groups run by the CWP (MHST)

6.13 Complaints about SEND provision

The same arrangements for the treatment of complaints at HPP are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher. The Inclusion Lead would be available to attend these meetings if it were deemed appropriate. Then a request could be made for a meeting with the Inclusion Lead. We hope to resolve issues before involvement of the Chair of the Governing Body.

6.14 Contact details of support services for parents of pupils with SEND

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local Authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted as follows:

Surabhi Dhondiyal on 07376277779 or contact Martha Fong on 07944 902 794
www.ruils.co.uk/services/family-matters/ (Parent Support Service)

The Richmond-Kingston SEND Information, Advice and Support Service (SENDIASS), provides free, impartial, confidential advice and support on SEND-related issues to parents/carers and young people from the age of 16 -25. They can be contacted as follows:

On 0808 164 5527; email info@RKsendiass.co.uk; website <https://www.rksendiass.co.uk/>

6.15 The local authority local offer

The local authority's local offer is published on https://www.afcinfo.org.uk/local_offer . Parents without internet access should make an appointment with the Inclusion Lead for support to gain the information they require.

7. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. If deemed appropriate and beneficial, the Inclusion Lead will contact the pupil's previous setting to talk to staff or visit a pupil before they join HPP. We also contribute information to a pupils' onward destination by providing information to the next setting. We have formal and informal links with the local secondary schools.

8. How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following: -

- A Service Level Agreement with Educational Psychology service
- Platinum level membership to SPARK (the School Performance Alliance Richmond and Kingston)

- Link to the Disabled Children's Service for supporting families of pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / for pupils with a requirement for direct therapy or advice
- Ability to obtain advice from the Education Inclusion Service
- Membership of professional networks for Inclusion Lead e.g. SENDCo forum and Behaviour Network
- School Nurse
- Advisory and outreach services for autism and Speech, Language and Communication Needs
- Educational Service for Sensory Impairment (ESSI) through the Local Offer
- Early Help team accessed through the Local Offer
- Richmond CAMHS offers an assessment service for neurodevelopmental difficulties such as ADHD and Autism.

At HPP we also employ a Parent Support Advisor who is able to support parents and signpost them on how to access a range of additional support.

9. Monitoring arrangements

This policy and information report will be reviewed by The Executive HeadTeacher and Lisa Maxted **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.