

Hitherfield Primary School & Children's Centre



Special Educational Needs and Disabilities (SEND) Policy

Our Vision Statement

“Our vision is to create a school community where everyone feels valued, has the opportunity to explore and develop their strengths and is able to participate in new experiences. We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well being.”

Change Record

When	By Whom	Next Review
Sept 2021	Melanie Lucombe Julia Williamson Chris Ashley-Jones	
Sept 2022	Melanie Lucombe Julia Williamson Chris Ashley-Jones	
November 2023	Melanie Lucombe Julia Williamson Chris Ashley-Jones Jade Kock	November 2024

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1. Introduction

1.1 All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

2. Definition

2.1. According to the Special Educational Needs and Disability (SEND) Code of Practice (January 2015), Special Educational Needs are defined as “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.”

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

- have a significantly greater difficulty in learning than the majority of others of the same age
- have 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 or mainstream post-16 institutions

2.3. 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 are taught.

2.4. Special educational provision means that: “For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.” SEND Code of Practice “Where a pupil is identified as having SEN,

schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people”.

2.5 Hitherfield Primary School will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

3. Principles

3.1. The principles underpinning SEND provision at Hitherfield Primary School are:

3.1.1. All pupils who attend Hitherfield Primary School are valued equally.

3.1.2. All teachers at Hitherfield Primary School are teachers of pupils with special educational needs and disabilities.

3.1.3. All students should have access to a broad, balanced and relevant curriculum.

3.1.4. Having regard to the child or young person's age and understanding, their views are sought and taken into account when planning the delivery of provision for students with SEND.

3.1.5. Partnership with parents/carers plays a key role in promoting a culture of cooperation between parents/carers, the school, Local Authorities and other relevant parties.

3.1.6. We ensure that our school has procedures in place which allow us to fulfil both our statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (January 2015).

3.2. All schools will operate within the law including 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

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3.3. Hitherfield Primary School takes into consideration the following articles (from the United Nations Convention on the Rights of the Child) in respect of children's rights through our SEND approach:

- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full
- Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers
- Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account
- Article 42 (Knowledge of rights): Governments should make the Convention known to adults and children

3.4. Equal Opportunities and Inclusion: Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Hitherfield we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a society that values difference but also that focuses on what makes us the same.

3.5 Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Come from families with different cultural, backgrounds, expectations and experiences
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates and in different ways.
- Need a range of different teaching approaches and experiences.

- May have differing emotional responses to school based on life, especially early life experiences.

4. Identification of Needs

We will follow the Graduated Approach to SEND which is based on an Assess- Plan-Do-Review cycle. Identification may be based on observations, review of progress, assessments. The stages of the graduated approach will always involve target setting, adaptations/ intervention and review of progress. Parents and pupils will be informed and involved at all stages.

5. Roles and Responsibilities

Pupils with additional needs will be supported in a variety of ways by a variety of people. Please see the SEND Information Report for a breakdown of the roles and their respective responsibilities.

6. Parent/Carer Partnership

6.1 Parents/carers have a critical role and should be involved in their child's education. This was enshrined in the 2014 SEND Code of Practice which places the role of the parent/carers and their views at the centre of all SEND processes in schools.

6.2 Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs are treated as partners and given support to play an active and valued role in their child's education.

6.3 At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take, welcome, and work, with the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share the progress of children with special needs with their parents/carers. We inform the parents/carers of any outside intervention, and share the process of decision making by providing clear information relating to the education of their child.

6.4 The school will publish a link to the London Borough of Lambeth's SEND Local Offer, which details the range of services and support available to children and families.

7. Support for Pupils with SEND

Children in school will get support that is specific to their individual needs. Please see the SEND Statement for a breakdown of the types of support offered.

8. Outside Agencies

There may be a number of outside agencies providing support to pupils in the school. Those directly funded by the school, such as Educational Psychology, those accessed through the local authority funded services, such as Hearing and Vision support, and those funded by the NHS such as the NHS School Nursing Service.

9. Complaints

9.1 Our Complaints Policy and Procedure is published on our website and available on request from the school office.

9.2 Should a parent or carer have a complaint about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the concern with the SENDCo at the school
- discuss the concern with the Head of School
- discuss the concern with the Executive Headteacher
- should the complaint still not be resolved the matter may be raised with the School Governors as per the complaints policy