



The Quercus Federation

Inclusion and Special Education Needs and Disability (SEND) Policy

Hurst Green Church of England Primary School and Nursery

This policy was adopted in September 2020
This policy is due for review on September 2021

Signed (Chair of Governors)

Signed (Head of School)

Date:

[Type text]



Introduction

Head of School: Miss A Flack

SENDCO: Miss C Palmer

Chair of Governors: Mrs Elaine Lambert

SEND Governor: Mr M Coupe

Designated Teacher for looked after children: Miss A Flack

Designated Safeguarding Lead: Miss A Flack

Deputy Designated Safeguarding Lead: Mrs E Ivil

This policy sets out our approach to supporting children with special educational needs and disability (SEND). For more information about how we support children with SEND please also see our **SEND Information Report** (6.79) and our **Local Offer for SEND**, both of which are updated annually.

<https://hurstgreen.e-sussex.sch.uk/>

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/>

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we ensure that such provision is made for those who need it. (1.24, 6.12 – Code of Practice reference)

The following special educational needs, as identified in the SEND Code of Practice, can be provided for in our school:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SEMH)** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). (6.28-6.35)

Children with any of these needs can be included in our school community.

We are committed to working closely with parents and, where appropriate, the children in order to provide an education which takes account of individual needs.

We liaise with a variety of external agencies to identify and support additional needs, including when considering whether an Education Health Care Plan is required.

SEND support takes the form of a four part cycle: assess, plan, do and review. 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. (6.44)

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date or at Pupil Progress Meetings. (6.43, 6.53)

Transition

The great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between year groups, phases of education, key stages and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. (6.57, 8.7, 8.8)

All pupils have access to a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN. (6.12, 6.82, 1.34)

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. This helps us to develop the use of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.77)



We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEN or disabilities engage in the activities of the school together with those who do not have SEN or disabilities, and are encouraged to participate fully in the life of the school and in any wider community activity. (xix, 8.8)

Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child. (9.211)

See our Data Protection policy for more information.

If you have any questions about this policy please contact the SENCO or Head of School as detailed above.

This policy sets out our approach to supporting children with special educational needs and disabilities (SEND). For more information about how we support children with SEND and disabilities please also see our *SEND Information Report*.

<https://hurstgreen.e-sussex.sch.uk/special-educational-needs/>