



## Special Educational Needs and Disabilities

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## **CONTACT DETAILS:**

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How you can contact Mrs T Roberts (Days of work Monday, Thursday, and Friday):

- Through the school reception area in person, but by appointment only for a meeting
- By telephone 0116 2811963 (if available. If unavailable, leave a message for her to return your call)
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### **1. Statement of intent**

This policy outlines the framework for Little Hill Primary School to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

This policy was developed in conjunction with the SEN Governor and the Senior Leadership Team. Parental contributions were actively invited from the parents of our children who have special educational needs. This updated policy reflects the new SEND Code of Practice, 0-25 guidance. It also reflects the inclusive nature of our school where every teacher has high aspirations and expectations for all pupils, including those with SEND.

Little Hill Primary School will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

### **2. Legal Framework**

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'

- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

### **3. Vision and Aims**

#### **Vision**

A commitment to inclusivity- Little Hill Primary School is both welcoming and inclusive. We understand the importance of making adjustments and personalisation of provision and building a picture based on the whole child.

Putting the child and family at the heart of our SEND processes - We have established a genuine culture of school, family, community and services working together. We actively encourage partnerships with parents.

#### **Aims**

Little Hill Primary School's mission statement and aims:

#### **'Giving children a flying start'**

At Little Hill Primary School, we provide children with the opportunities and skills to be life-long learners. Through our school values, we help each child develop knowledge and understanding as well as having a positive attitude towards themselves and others to enable them to enjoy a successful life in school and beyond. We celebrate success and achievement for every child.

Our approach is respectful and kind where each individual and contribution is valued. All members of our community, teachers, parents and pupils challenge ourselves to be the best we can be for our children. Children's learning is at the heart of everything we do.

#### **Aims for SEND**

We aim to raise the aspirations and expectations for all pupils with SEND. We believe that all staff have a responsibility for maximising the achievements of all learners and recognise that every teacher is a teacher of every child. Ensuring high quality teaching in the first instance is our priority. The school has a clear focus on the outcomes for children with SEND. Robust assessment systems, well matched work and consistent reviews of progress in response to adjustments and interventions are a vital component in the review cycle.

In line with the SEND code of practice 2014, Little Hill Staff will strive to;

- identify children who may have a special educational need as early as possible
- make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum

- ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs
- reduce barriers to progress through careful monitoring
- use their best endeavours to secure special educational provision for those who need it, when the need is “additional to and different from” that provided within the differentiated curriculum, to better respond to pupils needs. This will be done in consultation with the SENCO
- respond to parents’, carers’ and pupils’ views in order to develop a collaborative working partnership at all levels of need
- ensure a high level of expertise to meet pupil need, through appropriate, relevant high quality training and through collaborative working with other staff members, the SENCO, other schools and outside agencies.
- support pupils with medical conditions to achieve full inclusion in all aspects of school life (in consultation with health and social care professionals)
- ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies
- work with parents and carers to ensure good attendance if problems arise

#### **4. Identification of Special Educational Needs and Disabilities**

Little Hill Primary School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil’s previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.

At Little Hill Primary, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (the SENCO)
- Inform parents when we are making special educational provision for their child.

We will outline and review:

- The implementation of our SEND Policy.

- Our arrangements for the admission of children with disabilities.
- The steps being taken to prevent children with disabilities from being treated less favourably than others.
- The facilities provided to enable access to the school for children with disabilities.
- Our Accessibility Plan, showing how we plan to improve access over time.

## **5. Definition of SEND**

For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition which prevents or hinders him/her 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.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. Little Hill Primary School reviews how well equipped we are to provide support across these areas:

### **Communication and interaction**

Children and young people 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 or they cannot understand 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.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to 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.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people 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 children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### Social, emotion and mental health difficulties

Children and young people 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 disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

#### Sensory or physical needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

An example of difficulties that may be a cause of concern could include;

- Reading: reading age one year below chronological age; standardised score of 87 or less in formal assessments; child finding age appropriate texts difficult to read and understand.

- Language: speech lacks structure and vocabulary is limited; reluctant to talk to peers or adults.
- Listening Skills: finds responding to instructions difficult and is unable to sit and listen for any period of time.
- Visual Skills: has difficulty interpreting visual information; discriminating between pictures/letters/words.
- Writing: child is unable to form letters clearly and show the application of phonic knowledge at Reception; use recognisable sentences at Year1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation.
- Spelling: assessed at 12 to 18 months below chronological age in Year 3 and above, or a standardised score of 87 or less.
- Maths skills: needing to work at a level below their chronological age in the National Numeracy Strategy, and/or Standardised score 87 or below.
- Social skills: cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- Emotional mental health needs: acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class.
- Co-ordination skills: significantly delayed fine and gross motor skills; poor co-ordination in PE or movement.
- Personal organisation: significant difficulty in managing personal belongings and loses equipment on a regular basis.
- Medical: general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

Of overall importance when looking at identified needs will be how well the child has responded to well founded action being taken to address their needs including curriculum modifications and adjustments to teaching as well as structured intervention support.

#### Children with specific circumstances

Looked after children: Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. The school recognises that children that have some form of SEN are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

#### **6. The graduated approach to SEN support**

The process the school goes through to identify a special educational need

##### Early Response Stage.

Initial identification and action at Early Response

Initially, we listen to the concerns, and evaluate the information, presented to us. This may come from a variety of sources including; -

- Concerns raised by parents/carers of looked after children

- Pupil's own views
- Teachers' concerns from our school or a previous school or Nursery setting
- Lack of progress shown through the school's stringent tracking system:
  - Target tracker statements for all subjects and end of year data.
  - Data grids showing test scaled scores for maths, reading and grammar and book band colour progress etc.
  - Master tracking grids compiled termly for pupils working at, below or above expected.  
(This is then picked up by teachers and the SLT at pupil progress meetings)
  - Pupil observations

At this stage the child will be consulted and the parent and the teachers directly involved with the child will share information and agree next steps.

Additional barriers to progress including attendance, social circumstances, health (e.g. hearing and sight), changes in family circumstances etc, will be considered and appropriately addressed. If SEND difficulties are still suspected then it may be that simple 'reasonable adjustments' need to be made, such as providing additional equipment (specialist writing equipment, coloured overlays etc) or adjusting lesson delivery and putting in strategies to suit specific learning differences.

### Intervention at Early Response

It may be agreed that some specific short term interventions will need to be put in place for the child.

The need will usually be identified as falling into one or more of the following categories;

1. Communication and interaction
2. Cognition and learning (general and specific learning difficulties)
3. Social, emotional and mental health
4. Sensory/physical or medical needs

At this stage a further information gathering process will take place in the form of a pupil passport so that we can see the whole child.

Here a person centred approach will gather views about likes, dislikes and favoured strategies.

A graduated approach is then started to address specific issues which are preventing the child from making good progress and a plan of action is drawn up agreeing outcomes for the child and targets in order to achieve those outcomes.

We assess, we plan, we do and we review in collaboration with parents and pupils. These cycles last for a mutually agreed period of time (usually termly).

Interventions used will vary depending on the need.

The quality of teaching is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the SENCO and external verifiers
2. ongoing assessment of progress made by pupil in specific intervention groups
3. scrutiny of planning and provision mapping
4. teacher meetings with the SENCO
5. pupil and parent feedback when reviewing target attainment
6. whole school pupil progress tracking

It may be that after a period of intervention, the child will make good progress and after reviewing, if the child is working at a level that is age appropriate, needing just minor adjustments in the class, but no longer requiring anything that is 'different from and additional to' those of his/her peers, then the Early Response will cease. The child will continue to be monitored through the school tracking system.

#### Once a pupil has been identified as having a 'Special Educational Need'

After this 'Early Response Stage', after a few cycles (usually 2 terms), if a child has not made adequate progress despite high quality teaching, any interventions/adjustments and personalised teaching, then a decision will be made as to whether the child does have a Special Educational Need. This will be done in collaboration with the parents. The child will then be added to our 'Special Educational Needs Register' and 'SEN support stage' will commence.

At this stage it is decided that action is required to support increased rates of progress at 'SEN support stage'

We will continue to follow an assess, plan, do and review model.

This will be carried out by the class teacher in consultation with the SENDCO.

#### 'Assess' stage

We will already have a very clear picture of a pupil's needs from; -

- data analysis
- teacher assessments
- pupil and parent discussions

At this stage, we may also seek advice from external agencies such as; -

1. Inclusion Support Services and Oakfield Outreach
2. Specialist teaching services including; \_
  - Autism outreach team
  - Hearing impairment team
  - Visual impairment team
  - Learning support services
3. Educational psychology Services

4. Health e.g. School Nurse, Community paediatricians, speech and language therapists, care navigators etc.
5. CAMHS (Child & Adolescent Mental Health Service)
6. Social services

This advice will then feed into the action plan for that child.

All assessments are reviewed regularly and records kept. We can see what methods work well.

#### 'Plan' stage

In consultation with the parents and pupil, an agreed plan of action will be drawn up based on the assessments and information gathered, listing interventions, adjustments and support that will be put into place. Expected progress and impact will be central to this stage. Any support and reinforcement that can be carried out at home will be shared and demonstrated with the parents.

These may be led by teachers or teaching assistants, and may be within the class, in small groups or on a 1:1 basis.

If the school is required to purchase specific programmes or equipment to meet the needs of a pupil, then this will be sourced through the school's notional SEN budget.

#### 'Do' stage

The class teacher will always be the key person responsible for the child as they have the best overview, however, the SENCO will be responsible for monitoring the provision. At this point, consideration is given to; -

- how staff will be utilised to support a pupil
- what teaching strategies will be used
- what resources or programmes will be accessed
- how long the cycle will run for with a review date given

#### 'Review' stage

At the end of the cycle, a review of the effectiveness of the support and interventions and the impact on the pupil's progress will take place with the parents, the pupil, the teacher, any support staff and the SENCO. The results will be analysed and next steps will be agreed and written into a new plan.

Children who are looked after by foster carers already have reviews related to their personal development. The SEN review will be in addition to these and each review will feed into the other through collaborative working within teams.

What happens if good progress is made over time?

Some children make excellent progress as a result of the school's interventions and high quality teaching. If progress is rapid, and their needs are no longer 'additional to and different from' that of other pupils in their year group, in consultation with parents, the child can be taken off the SEND register. Reasonable adjustments would remain in the classroom and the stringent tracking of pupil progress would continue with careful monitoring.

What happens if good progress is not made?

For a small percentage of pupils there may be more complex needs requiring ongoing outside agency support and advice. These pupils will have a SEND support plan to implement the action planning towards their objectives. Where those needs continue to be significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources (despite the school having taken relevant and purposeful action to identify and assess the special educational needs of the child). A request can be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided if the authority deem it to be necessary.

Pupils with medical needs

Pupils with medical needs will be provided with a Health Care Plan, compiled by the school, or the relevant health service lead, in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off as competent.

- Children who require daily medication – parents will be asked to sign the schools agreement and adhere to the guidelines laid out. Please see our supporting pupils with medical needs policy
- The school has an Intimate Care policy and any medical assistance required is discussed and recorded so that continuity and protocol is followed.

## **7. Admissions**

The school will ensure it meets its duties under the School Admissions Code by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

### **8. Roles and responsibilities**

The governing body has a responsibility to:

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.

- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Oversee the SEND information report and publish it on the website.

The headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

The SENCO has a responsibility to:

- Be a qualified teacher.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.

- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

Class/subject teachers have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.

- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the SLT up-to-date with any changes in behaviour, academic developments and causes of concern.

### **9. Involving pupils and parents/carers in decision-making**

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

The planning that Little Hill Primary School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Provide additional forums for parents to get support and advice from outside agencies, staff and each other.

The class teacher, supported by the SENCO, will meet with pupils, and parents/carers of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

### **10. Joint commissioning, planning and delivery**

Little Hill Primary School is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.

Little Hill primary School assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this

promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

### **11. Funding**

Little Hill Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

### **12. School's contribution to the Local Offer**

In the developing and reviewing the Local Offer the school will adopt the following approach:

- Collaborative: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer.
- Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs. It will be well signposted and well publicised.

### **13. Education health care (EHC) plans**

- The school will fully cooperate with the LA when research about the pupil is being conducted.
- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.
- The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.

- The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school in order to provide a high standard of education.
- Relevant staff members will keep up-to-date with any necessary training.
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another.
- If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
- Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.
- The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.
- Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.
- The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

### **Reviewing an EHC plan**

Little Hill primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.

- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

#### **14. Transferring between different phases of education**

An EHC plan must be reviewed and amended in sufficient time prior to pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are the following:

- Early years provider to school
- Primary school to middle school

#### **15. Links with other Schools**

At Little Hill we work closely with the two schools in our Academy trust and share expertise.

A common system of record keeping and communication is established with our feeder settings and Wigston Academy to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

- The Oadby (attended by Little Hill) family of Schools shares its systems and structures, training and good practice. The Oadby Learning Partnership has a website where resources and information are shared. There is a common approach to record keeping systems for pupils with SEND. These records are passed to Wigston Academy (or other named schools) on transfer.
- The SENCO from Wigston Academy (or other named school) is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer.
- In the term before transfer the Wigston Academy SENCO meets with the Year 6 teacher, Year 6 children with SEND and the SENCO to discuss and prepare for transition.

- The SENCO's from the Owls Academy Trust meet regularly to monitor and discuss any issues or national initiatives about SEND.

#### Links with external Agencies

Little Hill has a school nurse, within the Health Authority to who references are made in accordance with the procedure for assessment. Health referrals are made to the Leicestershire NHS Partnership Trust via the FYPC where a Care navigator will follow up on a referral and direct to the appropriate service. Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'Early Help' when deemed appropriate through a multi agency referral form (MARF). We also work closely with the following services: Educational Psychology, Speech and Language Therapy, Visually and Hearing Impaired teams, Occupational Therapy, Birkett House Outreach support, Oakfield Outreach support and the Autism Outreach Team.

#### **16.Complaints**

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCO or Head Teacher. If necessary the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

#### **17. Publishing information**

The school will publish a parent friendly SEN Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

#### **18.Monitoring and review**

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme