HAYESDOWN FIRST SCHOOL
Special Educational Needs and Disabilities Policy

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1. The Vision for Our School

Hayesdown First School aims to enable all children to participate, engage and achieve the best possible outcomes by being fully included in all aspects of school life.

The school believes that with appropriate provision, every child with special educational needs and/or disabilities can be helped to achieve their absolute potential.

2. Definitions of Special Educational Needs and Disabilities (SEND) - taken from section 20 of the Children and Families Act 2014

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 or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 will be taught.

Current legislation can be found on the Department for Education's website:
https://www.somerset.gov.uk/children-families-and-education/

Education, Health and Care Plan.

An EHC Plan looks at all the needs that a child or young person has within education, health and social care. Together, professionals and the family consider what outcomes they would like to see for the child or young person. The EHC Plan identifies what is needed to achieve these outcomes and is a statutory document drawn up in partnership with the local authority. Only children with a high level of need can be assessed for an EHCP.

3. SEND 'Local Offer'

County Councils are required to produce a 'Local Offer' for parents and careers of children with special educational needs or a disability (SEND). The purpose of the Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements - and make clear what is available for their child from early years settings, schools (including academies and free schools), colleges and other services. The offer also includes what is available from health and social care and covers provision for children and young people from birth to 25. Through the

Local Offer, the local authority have a duty of care with regard to meeting the needs stated on a child's EHCP. Follow this link For information on Somerset's local offer https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

4. The Graduated Response toolkit (previously The Somerset Core Standards)

Somerset Local authority have updated their Core Standards and they are now referred to as Somerset's Graduated Response Toolkit.

In addition to The Local Offer Somerset has a particular focus on the following identified as Somerset's Graduated Response Toolkit that we now work with at Hayesdown First School.

The GRTK works to achieve five main objectives:

- Universal support in class accessible to all pupils
- SEN support available to some pupils who need it
- High needs support available to just a few pupils who need it.

Linked to this, individual schools are required to produce a 'School Offer' in the form of a School Information Report. This is on the school website and refers to *process and provision* the school makes for children with SEND.

The Graduated Response Toolkit

The Graduated Response toolkit is used in schools to identify what is could be available for every child who attends an educational setting in Somerset. The Graduated Response toolkit has been developed in response to the need for a robust level of inclusion for SEND pupils in mainstream schools alongside the recognition that not all children, who have a medical diagnosis and/or are finding learning challenging, have a special educational need or require additional and/or specialist provision. The Graduated Response Toolkit also ensures that schools offer best practice *universally* to all students and are, as a result of this, better able to identify targeted needs when they arise in individual pupils.

The Graduated Response Toolkit will be referred to in this document as one of, or part of the process(es) incorporated in the management and identification of SEND in children attending Hayesdown School. They will also be referred to as a system that identifies three levels of input/support they are:

All children (universal),

Some children (SEN support/ targeted)

A few children (High Needs/personalised).

For more information:
https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-and-learning-support/graduated-response/

5. Educational Inclusion

At Hayesdown we have high expectations of all pupils and aim to offer excellent teaching and learning whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation through the incorporation of The Graduated Response Toolkit in all four areas of SEND identified in the 2015 code of practice. We want all our children to feel that they are a valued part of

our school community. Through appropriate curricular provision and graduated adjustments identified in the Somerset Core standards, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences in order to succeed.

Aims and Objectives

In line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014) and through the use and implementation of The Graduated Response Toolkit, we aim to provide every child with access to a broad and balanced education, which includes access to the National Curriculum.

We will achieve this by:

- Setting high expectations for every pupil within the context of their recognised strengths.
- Ensuring all learners have equal access to a broad and balanced curriculum and that where necessary, the curriculum is personalised to meet individual needs and abilities;
- Identifying pupils with SEND as early as possible and ensuring that all their needs are met;
- Creating a school environment where pupils feel safe to voice their views on the school experiences. Pupil participation is a right, and a highly promoted element of the 2015 SEN code of practice
- Communicating effectively with parents and carers so that they understand their child's special educational needs and/or disability within the context of the school. The school will provide information on their child's provision and its effectiveness.
- Promoting effective partnerships with external agencies when a child's needs cannot be met by the school alone;
- Monitoring the progress of all pupils in order to aid the identification of pupils with SEND
- Monitoring of pupils with SEND to ensure that they are achieving at their full potential.

6. Facilities for Pupils With SEN And Disabilities

Hayesdown First School caters for pupils aged 4- 9 years. There is an independent Nursery on the school site. The school was remodelled and extended in 2010; it is on a level site and fully accessible. There are two accessible toilets, one in each part of the school. There is an accessible shower room and a dedicated medical room.

The school has a Nurture Group that holds a Quality Mark awarded by the National Nurture Group Network. It also employs staff with qualifications in particular areas of SEN such as speech, language and communication, autistic spectrum conditions and dyslexia and Nurture.

Some children and young people who have SEN may also have a disability under the Equality Act 2010 - that 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". Other pupils may have a disability but no special educational needs.

Hayesdown First School has an Equalities Policy and an associated Equalities Action Plan. The Plan details the work we have done and continue to do to increase access and participation for pupils, parents and staff, particularly but not exclusively for those with SEN and disabilities. The Equalities Policy and Action Plan are available on the school website and in hard copy on request.

Admission Arrangements

Hayesdown First School will not refuse to admit a child to the school based on their special educational needs or a disability if they do not have an EHCP. The process for the admission of children with an EHCP is dictated by the SEN code of Practice and facilitated by the local authority. The consultation process as laid out in the code of practice will be followed with due diligence. Decisions made about admitting children with SEND to Hayesdown school will be collaborative involving parents and the local authority.

7. Responsibility for SEN And Disability Provision

Teachers

All teachers at Hayesdown First School are responsible for teaching pupils with SEN and/or disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and/or specialist staff.

The Graduated Response Toolkit - available to view at:
https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-and-learning-support/graduated-response/

Teachers first work on a pre-defined pathway of response to a child when it becomes evident that they may have an additional need. This is integrated good practise to achieve a consistent and 'minimum requirement' standard of provision. The Graduated Response Toolkit covers the four areas of need as set out in the SEN code of practice

- cognition and learning,
- Social, Emotional mental health,
- Speech Language and communication
- Physical disability

At a school level this begins with high quality teaching that is differentiated and available for all pupils (universal/all). If this does not support the child adequately, a more targeted approach can be offered e.g. behavioural support/ additional learning in the form of small group work or an organised intervention (SEN Support/targeted). If the child is deemed to have a need that has not been met successfully by the first two elements of the model, a more individual approach may be required (High Needs/personalised). This will only be expected to be the case for a few children and their level of need will be specific and significant.

The Graduated Response Toolkit focuses on the delivery of successful inclusive learning by expecting educational settings to draw on a range of generic support strategies. These are promoted by the following services, in order to augment good practise and reduce the need to replicate individual support for a number of children with the same needs:

- Somerset Outreach Service (Local Authority)
- Speech and Language Therapy services (NHS)
- Occupational Therapy Services (NHS)
- Educational Psychology service (Local Authority)
- Somerset Inclusion Advice line.(Local Authority)
  https://www.somerset.gov.uk/send/inclusion-advice-line/

Special Educational Needs Coordinator (SENCO)

All schools must ensure there is a qualified teacher designated as SENCO. The SENCO is responsible for ensuring that the needs of pupils SEND are appropriately met. At Hayesdown School, the SENCO is a member of the senior leadership team and manages provision for pupils with SEND.
There is shared responsibility for:

- Determining the strategic development of SEND policy and provision in school,
- Managing the day-to-day operation of the SEND Policy,
- Coordinating the provision for and managing the responses to children's special needs;
- Supporting and advising colleagues,
- Overseeing the records of all children with SEND,
- Effectively communicating with parents and carers,
- Working in partnership with external agencies and support services,
- Monitoring and evaluating the SEND provision and reporting to the Governing Body,
- Managing resources, both human and material, to enable appropriate provision to be made for children with SEND,
- Contributing to the professional development of all staff.

Local Governing Body

The Local Governing Body has due regard to the 2014 SEN Code of Practice when carrying out its duties toward all pupils with SEN and disabilities (Appendix 3)

People with Particular SEND Responsibilities

- Mrs Anita Crawley – Inclusion leader/SENCo
- Mr Jeffrey Lambert (Governor) – Governor with responsibility for SEN and disabilities
- Mrs Clare Kennedy (HLTA) – Nurture Group leader
- Mrs Tina Williamson (ELSA) –Emotional Literacy Support Assistant
- Mrs Claire Pounds (ELSA) – Emotional Literacy Support Assistant

8. Identification of Pupils' Needs

Early identification is vital. If a child is not making expected progress, the class teacher will speak to the parents or carers identifying aspects of The Graduated Response Toolkit that have been used – and that would benefit from being implemented at home - as well as discussing areas of strength and weakness in their child's learning profile.

The SENCO will then work closely with teachers and parents/carers to plan an appropriate programme of support where class based adjustments and interventions have not elicited desired outcomes.

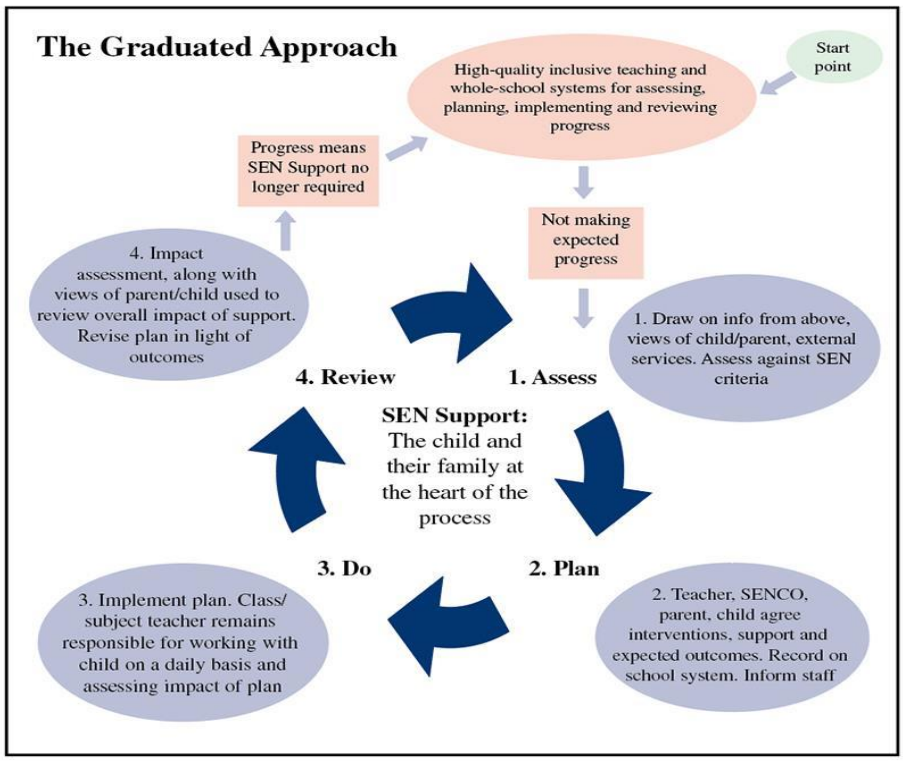
The class teacher and the SENCO will identify what additional provision is required in order to aid progress. This may involve other (individual) assessment to provide detailed and accurate indicators in respect of the child's specific needs. (see 'recognising children with SEN')

We identify children with SEN through:

- Information provided by parents
- Information passed on from previous schools/nurseries
- Information from and communication with health professionals such as paediatricians, health visitors, speech therapists etc.
- Our own assessment procedures including
    - teacher assessments,
    - summative assessments (at key points of a child's learning pathway)
    - pupil progress meetings
    - standardised screening,
    - diagnostic and assessment tools
- Collaborative consultation with Autism and Communication Team
- Collaborative consultation with Somerset County Council's Educational Psychology Service
- Collaborative consultation with Somerset County Council's Virtual School and Learning Support Team
- Collaborative consultation with the Integrated Therapy Services (ITS) including speech and language and occupational health services

9. Provision for Pupils with Special Educational Needs and Disabilities

Once a child has been identified as having an additional and/or special educational need, Hayesdown First School will adopt a **GRADUATED RESPONSE** advocated by the 2014 SEN code of practice and laid out in the diagram below.



The Graduated Response Toolkit encourages and sign posts all schools in Somerset to consistently apply certain strategies and support techniques allowing accurate identification of SEN when a child is not making the desired progress. This is part of the graduated response and operates as the first step in terms of quality first teaching. Children are monitored and observed and issues arising will be shared with parents and children will be noted as being monitored but not necessarily placed on the SEN list.

Where it is determined that a pupil does have SEN (see above 'identifying pupils with SEN'), parents will be formally advised of this and the pupils name will also be placed on the school's **SEN List**. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put into place and so remove barriers to learning.

The school then enters into a cycle of assessment –planning – carrying out actions from plans and reviewing of progress. This is the **ASSESS, PLAN, DO + REVIEW (APDR)** cycle. This cycle is revisited to ensure the child is continuously accessing and responding to appropriate learning input and reviews are regular and inform next steps to success.

I. Provision Maps

Overseen by the SENCO, teachers keep records of additional or different provision made for individuals/small groups of pupils under SEN support. This information is recorded on provision maps. Provision maps state:

- what the subject specific additional need e.g. numeracy, literacy, speech and language
- the outcome required from the support (recorded as a measurable target),
- teaching strategies to be used to achieve the target

Provision maps form part of discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

Provision maps show the provision the school makes which is additional to and different from that which is offered at whole class level (core standard- universal/all).

The SENCO and SEN Governor also uses provision maps to maintain an overview of the programmes and interventions used with different groups of pupils and to monitor the levels of intervention and their impact.

II. SEN Support

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. This is documented through provision maps (see above) and/or individual learning plans (below).

The school will also, where appropriate during any cycle of SEN support, ask for advice and or assessment from one or more of the following:

- Somerset Outreach Service (Local Authority)
- Speech and Language Therapy services (NHS)
- Occupational Therapy Services (NHS)
- Educational Psychology service (Local Authority)
- Somerset Inclusion Advice line.(Local Authority) https://www.somerset.gov.uk/send/inclusion-advice-line/

III. Individual Learning Plans (ILPs)

An Individual learning plan may be set up for any child who requires significant additional support to access learning

An ILP identifies:

- the area of concern and source of advice recommending type and level of support
- the specific targets to be achieved in a set time period (normally 1-2 terms)
- teaching strategies required to achieve the targets
- the adult who will be supporting the learning
- the recommended amount of learning support time required to achieve the target
- Date for review

The class teacher and the SENCo are responsible together in deciding whether a child would benefit from an ILP. A child with an ILP may also have an Education Health and Care Plan or may need to be assessed for one (see below). Children that require an ILP will usually have been supported through implementation of The Graduated Response Toolkit beforehand.

Provision maps and ILPs are kept on file; copies are also held by the children's class teachers and supporting adults. Children are involved at an appropriate level in setting and monitoring progress towards targets in ILPs – this is known as 'pupil voice'.

IV. Request for an Education, Health and Care Plan

If a child has significant special educational needs and/or disabilities that are predicted to impact on their learning experiences in the long term, they may be put forward for a Statutory Assessment. This is requested by the school, the parents or health care professionals. This will occur where the complexity of the needs of the child are such that a multi-agency approach to assessing that need and planning for it, is required. The decision to make a referral for an EHC Plan will be taken at an SEND (progress) review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- External education professionals who have worked with the child
- Health professionals
- Children's Social Care

Information will be gathered relating to the current provision, actions that have been taken and the progress towards targets set. The information is gathered and sent to the SEN department at Somerset county Hall where a decision will be made by a group of professionals from education, health and social care on whether the child is eligible for an assessment for an EHC Plan.

V. Education, Health and Care Plans

Following Statutory Assessment, an EHC Plan may be provided by Somerset County Council, if it is decided that the child's needs are profound enough (see section 2). If the EHC Plan has been completed and agreed, it will be kept, by the Local Authority, as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place like reducing or increasing levels of support and request for specialist provision. The Local Authority endorses the review and makes adjustments to reflect the child's ongoing needs. For more information visit: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-health-and-care-plans/

10. Access to The Curriculum, Information And Associated Services

Pupils with SEN will be given access to the curriculum through SEN provision within school as is necessary, and as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

The school's Equalities Action Plan outlines how Hayesdown First School monitors this provision and includes:

- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback;
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEN;
- Making use of all classroom facilities and space;
- Effectively using in-class provisions and support to ensure that the curriculum is differentiated where necessary;
- Making sure that individual or group tuition is available where there is evidence that pupils would benefit from this provision;
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

11. Evaluating The Success of Provision

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The school's Governing Body has a duty to evaluate annually, the provision the school makes for pupils with SEN. The following practices provide evidence that supports the evaluation process:

- Discussing children's progress with parents
- Analysing SEN pupils' attainment as recorded in national assessments (end of EYFS assessments, Year 1 Phonics Screening, Year 2 SATs etc.
- Including the pupils in all areas of the curriculum
- Accessing outside agencies to support children and staff
- Providing training to meet the needs of both staff and children
- Monitoring the delivery of the curriculum
- Developing inclusive strategies
- Governor monitoring

- The monitoring of provision maps and ILPs.

The Governing Body oversees the effectiveness of the school's SEN & Disabilities Policy. There is an identified governor who has the responsibility to ensure the Policy is adhered to. It is the Governing Body's responsibility to ensure that the school is meeting the needs of pupils with SEN and disabilities and appropriately supporting their families.

There is continuous and ongoing review of the school's SEN policy undertaken by the head and the SEN governor in partnership with SENCO

Evidence collected will help inform school improvement planning.

12. Staff Professional Development

The school aims to keep all school staff up to date with relevant training and developments in teaching practices in relation to the needs of pupils with SEN and disabilities. Information is gathered every year to help identify the training that is necessary for staff. This will depend on the range of special educational needs that pupils in the school have at any one time. Training is provided in the following ways:

- In-house training/staff meeting/PDM
- Observation of others' practice
- Visits to/links with other schools
- Training arranged through Fosse Way Trust and The Partnership Teaching School
- Attendance at externally provided training events
- Participation in accredited training opportunities
- Specific training for staff e.g. Speech and language modelled sessions, Spelling Detectives, Individual Literacy Intervention, Autism Education Trust training and training on various subjects delivered by the education psychology team such as attachment and Emotional Based School Avoidance.(EBSA)

The SENCO attends relevant SEN courses and various Frome Learning Partnership SENCO meetings and facilitates/signposts relevant SEN training opportunities for all staff.

The school recognises the need to raise awareness of and promote staffs' ability to support pupils with SEN and disabilities. The SENCO, as a member of the Senior Leadership Team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management.

13. Support Services

We have a range of Support Services in Somerset that we can call on to give us advice, support and training on SEN. In our school we access information from:

- The Frome Learning Partnership (17 schools in the local area)
- The Frome Intervention and Discussion Panel (Behaviour)
- The TBMPT Trust SENCO Network
- Fosse Way School and The Mendip School (special schools for pupils with learning and autism and communication needs)
- Educational Psychology Service
- Virtual school and Learning Support Team (including dyslexia)
- Medical professionals such as those in community paediatrics

- Somerset Outreach Service
- Integrated Therapy Services (ITS) covering Sensory and Physical (OT) and Speech and Language services (SALT) and physiotherapy services.
- Inclusion advice line Somerset Outreach Service (Local Authority)

  https://www.somerset.gov.uk/send/inclusion-advice-line/

14. The Health Service and Children's Social Care

Many pupils with SEN and disabilities have support from or involvement with Health and/or Children's Social Care. These pupils are best helped when all professionals work closely together. To support this, staff at Hayesdown First School:

- work with designated Health and Social Care Officers to seek advice on pupils' needs
- attend review meetings with appropriate professionals and parents/carers to discuss pupils' needs and progress
- ensure that the advice of external professionals is implemented
- Support ITS's work implementing strategies through ILP work

15. Working in Partnership with Parents/Carers

Hayesdown First School believes that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- good social and academic progress is made by pupils with SEN and disabilities
- that personal and academic targets are set and met effectively.

Parent/carers are kept up to date with their child's progress through:

- three yearly parent meetings
- Meetings with the SENCO and external professionals
- Formal reports including the child's Annual Written Report
- An ILP updated three times a year and sent home via email.
- Informal daily interactions.

In cases where more frequent, regular contact with parents/carers is necessary, this will be arranged by the SENCo direct with the parent based on the individual pupil's needs.

The parent support service **SENDIAS** provides information, advice and guidance on special educational needs and disabilities and can provide an independent parent supporter for all parents who wish to access this service. For more information

https://www.somerset.gov.uk/send/somerset-sendias/

Phone: 01823 355 578

Email: info@somersetsend.org.uk
Or go to

16. Transition

In the lead up to their move into Year 5, all children have a planned transition to one of the two middle schools in Frome.

This includes:

- Meetings with staff and pupils from the middle schools where information is shared and children's questions answered.
- Visits to middle schools for sports, arts and curriculum events.
- A 'taster day' spent at the middle school the child will be attending.
- Extra transition dates to support those with SEND and who need it.

Children with SEN and disabilities and those deemed to be vulnerable follow a more detailed transition programme.

Pupils with SEN and disabilities have additional visits to their allocated middle school, accompanied by relevant supporting staff. For pupils with a high level of SEND, SENCos from both schools get together for a School Entry Plan meeting in order to discuss individual needs and set up targets and actions required for a smooth transition.

Detailed information and records will accompany children, and staff from receiving schools are offered the opportunity to visit the children in our setting.

17. Management of Complaints

We are always happy to talk to parents/carers and listen to any concerns they may have. If you have worries or concerns about the school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a formal complaints procedure. You can obtain a copy of this from the school website or by requesting a hard copy from the school office.

Date adopted by the Local Governing Body: Jan 2026

Signed: Chair of Governors, Charlotte Fletcher

To be reviewed: January 2027