



HAMER COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

2025-26

Updated by: Karen Duggan - SENDCo and Mental Health Leader.

Hamer Community Primary School is an inclusive school and committed to providing equal and exciting opportunities for all. We firmly believe that every teacher is a teacher of every child including those with SEND. We take safeguarding very seriously and all of our policies are developed in the light of our safeguarding policy. Our school policies are interlinked and co-informed but in particular the SEND policy is linked to the Accessibility Plan, behaviour, anti-bullying, medical and safeguarding policies.

Our School SEND Principles:



This SEND policy is written to comply with:

- Children and Families Act (2014)
- SEN Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Equality Act (2010)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- National Curriculum (2014)
- Teachers Standards (2012)
- Assessment and Reporting Arrangements (ARA) October 2018

The SEND team at Hamer

Beyond the class teacher a wider team exists in the school to support children with SEND consisting of:

Victoria Terry – Head Teacher
 Karen Duggan – SENDCO
 Tom Nadin – Deputy Head and Assessment Lead
 Danielle Smith – Children's Welfare Officer
 Charlene Mullane – Behaviour Lead
 Lindsay Salter – Attendance Lead

SENDTAs and TAs

Hazel Coward - Governor for SEND

School also draws on external agencies if necessary. These have included Rochdale Additional Needs Team, Healthy Young Minds, Educational Psychology Team, School Health and the Children's Acute and On Going Needs Team (CAONs).

If there are enquiries about an individual child's progress the first point of contact should always be with an individual's class teacher but the school office can be used to make an appointment if you wish to speak to the SENDCO, the Senior Leadership Team or the governor for SEND.

Defining SEN

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Children who have SEN have needs that are 'additional to and different from' that provided within the differentiated curriculum which relate to the four areas of need outlined below

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

(Taken from 2015 SEN Code of Practice: 0 to 25 Years)

School Context

Around 22% of our children are either at SEN Support or Education, Health and Care Plans. This figure is slightly above the national local authority primary school average. It means that all teachers expect to have children with SEND in their classes, including some children with complex needs.

Types of SEND which we currently have in school, include children with a diagnosis (as well as those with learning profiles consistent with the diagnosis) of:

- Communication and Interaction: speech and language disorders and autistic spectrum condition.
- Cognition and Learning: dyslexia, moderate learning difficulties, global developmental delay.
- Social, Emotional and Mental Health: attachment disorders, emotional difficulties, mental health difficulties, ADHD
- Physical and Sensory: visual impairment.
- Medical Needs: Cystic Fibrosis

1. Aims and Objectives

Aims

At Hamer every teacher is a teacher of every child including those with SEN. The aim of the school is to provide all children with a full and rounded education which will enable them to develop as happy, confident and independent learners, doing the best they can in all that they undertake.

We aim to raise the achievements, aspirations and expectations of all pupils with SEND. To do this we focus on **outcomes** for children with SEND rather than on hours of provision or support.

Objectives

While being mindful of the Government Green Paper; *right support, right place, right time*; and working within the SEND Code of Practice 2015 we plan to:

- Identify and remove barriers to learning and participation for pupils with SEND at the earliest possible opportunity.

- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside and with pupils who do not have SEN and participate in lessons effectively.
- Provide a high level of staff expertise to meet pupil need by ensuring that all staff have access to training and advice to support quality teaching and learning for all pupils.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum and an enriched and relevant education.
- Encourage, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership to make clear the expectations of all partners in the process.
- Fully include pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.
- Work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- Work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable children and to support the needs of individual pupils.

2. Identifying pupils with Special Educational Needs

Children with SEN are identified by one or more of four broad assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Is not making the same or better the child's previous rate of progress.
 - Is not closing the attainment gap between the child and their peers.
2. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and will be responsive to concerns or information raised by parents and carers. Frequently, the concern can be addressed by high quality teaching or parental support. Otherwise, following identification and provision that is additional to and different from universal high quality teaching, the child is placed at SEN Support on our SEN register.
3. The progress of every child is monitored in termly pupil progress meetings. Where children are identified as not making progress in spite of high quality differentiated teaching and targeted interventions they are discussed with the SENDCO and a plan of action is agreed. This shows the need for detailed information on pupil's progress used alongside national data or expected progress.
4. Some children enter Hamer Primary School already having been identified as having SEND and school will liaise with parents, previous settings and external agencies for further information and advice.

There are four types of SEND:

- Communication and Interaction
- Cognition and Learning:
- Social, Emotional and Mental Health
- Physical and Sensory

These four broad areas give an overview of the range of needs that Hamer plans for. The purpose of identification is to work out what action we need to take to support individual children better. Hamer firmly believes in the whole child approach which considers the needs of the whole child not just their specific special educational need.

What is not necessarily SEN:

Children with a disability, poor attendance or punctuality, health and welfare issues, English as an Additional Language, being in receipt of pupil premium, or being a Cared For Child do not necessarily have special educational needs. However, all of these may well impact on progress and attainment.

Similarly, behaviour is not an acceptable way to describe SEN. At Hamer we look at behaviour as a form of communication and try to assist children in expressing it in a healthy way, whilst working with children and families to find out the underlying cause. Taking into account family circumstances, child's need and the child's known history of experiences, an Early Help Assessment may be completed with the family and support put in place including working with other agencies.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

3. Graduated approach

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality first teaching that is differentiated for individual pupils is the first step in responding to children that might have SEN.

The Code of Practice suggests that pupils are only identified as having SEN when quality first teaching, with personalised intervention and adjustments have taken place. Quality first teaching remains the key around which additional support and intervention can be built.

The Senior Leadership Team regularly monitors and review the quality of teaching for all pupils at least on a termly basis. Where necessary the SLT and SENDCo will work towards improving teacher's understanding of strategies to support vulnerable pupils and knowledge of frequently encountered SEND.

Once a child has been identified as having SEN, the class teacher and or SENDCo will ensure that the parents know that their child is being placed at SEN Support, and will be given an 'All About Me' documentation which includes their 'goals' and an outline of needs, strategies and support that is in place for their child.

This is part of the graduated approach cycle of Assess - Plan - Do - Review. The child's wishes and views will always be taken into account when forming any part of a plan, and all meetings/discussions regarding being placed at SEN Support will be child centred.

Thereafter, parents and children are always welcome to contribute to their child's 'All About Me', the school SENDCo will hold termly SEND Parent meetings and has an open door policy in which parents are always welcomed and encouraged to discuss their child's progress or any concerns. In the summer term, there is an annual review of the child's progress linking to the teacher's annual report to parents.

4. Paperwork for children at SEN Support:

Once a child has been identified as needing SEN Support the following paperwork is completed: An 'All About Me' is created to record the child's needs, with tips for supporting them as well as the areas they are good at and enjoy. This acts as a guide to their class teacher and any staff working with the child. The information may be updated during the year as is necessary.

- Termly - at progress meetings, each child is discussed at length and any relevant 'All About Me' information is updated.
- Weekly/ Daily – as necessary the teacher or teaching assistant records progress towards the 'goals' and any changes to the children's needs.

For children with more complex needs a more detailed support plan will be devised which will be discussed with the child, the parent and any other person working closely with the child. These will encompass a profile of the child, long term outcomes, medium term and termly outcomes and the

adjustments, teaching strategies, provision, resources, interventions and support needed to bring about those outcomes. These will directly link to the child's EHC Plan (Also known as a My Plan). These plans are usually written annually and then the termly provision reviewed termly or after intervention has been completed.

Some children also have Personal Emergency Evacuation Plans (PEEPs), Positive Handling and Risk Assessment Plans, Health Plans, Care Plans or Personal Care Plans, depending on their individual needs.

Unit Provision maps are produced to assist in the teaching and management of interventions, teaching strategies used and resources and will incorporate provision for those who are on SEN Support.

If the progress of a child causes concern and school has explored and employed its available resources and expertise, then school can request help from external services. such as Rochdale Additional Needs, Healthy Young Minds, Educational Psychologist, School Health and Speech and Language Therapy.

The child, the parent, school and the external agencies will work in partnership.

Moving to an EHCP (Education, Health and Care Plan)

If children are not making progress, in spite of high quality, targeted support at SEN Support level, we may apply for the child to be assessed for an EHC Plan. Generally, parent or school may apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Where a child's needs are so significant and apparent that they are likely to require support over and above that which would be commonly available through Universal or SEN Support

Children, who we think will make expected progress, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.

Evidence will be given to the Local Authority about the child's progress over time and they will receive documentation in relation to the children's special educational needs and any other action taken to deal with those, for example:

- Previous targets and provision maps
- Records of reviews and outcomes
- Where appropriate records of child health and medical history
- National curriculum attainment in literacy and numeracy
- Education and other assessment (e.g. educational psychology and specialist support teacher)
- Views of the child and parents

As partners, parents of a child referred for statutory assessment will be kept fully informed of the progress of the request.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan (also known as a My Plan) which will record the decisions made at the meeting.

All children with an EHC plan will be reviewed each term and have a statutory annual review. For children under the age of 5 this statutory review will occur biannually.

The review in year 5 should give clear recommendations as to the type of provision the child will need at the secondary stage and when coinciding with a transfer to secondary school the SENDCo in the secondary school will be invited to review or informed of the outcome.

5. Internal Inclusive Provision

A small number of children with complex needs require further differentiation. They will have the opportunity to access the school's internal inclusive provision, known as the Rainbow Room. This dedicated space is overseen by the SENDCO and is designed to allow children to work at a pace and level that meets their individual needs. The use of the Rainbow Room will be governed by a separate policy, outlining its structure and processes in greater detail. Decisions regarding a child's entry to or exit from the Rainbow Room will be made in close consultation with parents and, where appropriate, in collaboration with other professionals. Most children accessing the Rainbow Room will also spend part of their week within their regular year group, as and when suitable for their development and learning.

6. Exiting the register

The SENDCo and class teacher need to be sure that the child does not have special educational needs. Where a pupil is planned to be removed from the SEN register, parents will be informed and the decision will be made as a team.

Clear identification must be made of why the child was put on the SEN register and the child's specific needs and the team around the child must be confident that the child can achieve his/her identified outcomes through quality-first teaching. It may be that previous support has been successful in removing the child's barriers to learning and is therefore no longer necessary.

Parents need to be aware of the range of support and interventions provided and that the child will continue to receive personalised support where necessary.

7. Outside agencies

Outside services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below their age related expectations.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

8. Supporting Parents, Families and Children

We aim to have good and mutually informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

We aim to work in partnership with parents and children, as a team around the child with the school and other agencies, towards the achievement of the agreed aims for the pupil. SENDiass provide an excellent independent and impartial service for families in relation to SEND and school is happy to work with them to support families. Rochdale Local Offer also sets out services and information that is available to support children who are disabled or who have SEN and their families

We ensure that children with SEND are able to access exams and other assessments, for example in Key Stage 2 SATS by applying for extra time, quiet room or reader where it is deemed necessary. In rare exceptions, using the guidelines from the DfE (Assessment and Reporting Arrangements (ARA) October 2018– Section 6 - Test Participation) some pupils may or may not be put forward to take part in their SATs Tests and will instead be assessed using alternative measures.

School work carefully to ensure smooth transitions both within school and to and from its feeder schools. We liaise with Secondary Schools to ensure that they are well informed of the additional needs of the children who will be moving to them and work with them to facilitate a program of visits and transition. Similarly, school will seek information for children entering Hamer.



Hamer's parent pathway to support flow chart

I think my child is having problems at school or might have an additional need. What can I do?

At Hamer we value every parent's views and concerns about their child. We keep the child at the heart of everything we do, especially when planning support and discussing your child.

I can speak to the class teacher or unit leader

I can speak to Miss Duggan the SENDCo or Mrs Smith, Children's Welfare

Contact school on: 01706 655756 or pop in to the front office to speak with Miss Duggan or Mrs Smith.

I can make an appointment with the head teacher.

School are happy to support you with any GP appointments if needed.

I can contact my child's GP, Health Visitor or Paediatrician to share my concerns.

SENDIASS is an independent advice service who are also available to speak with to share your concerns, school can also support you with this if needed.

9. Supporting children with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

See Managing Medical Conditions Policy.

10. Monitoring of SEND

School will regularly and carefully monitor SEND provision and evaluate the quality of intervention and support given through:

- Sampling of parent, pupil and staff views
- Monitoring of pupil progress
- Monitoring and observation of teaching (teachers and SEND TAs)
- Sampling of books, observations and other work products

The school governor, SLT, Children's Welfare Officer and SENDCO will be involved in monitoring and evaluating effective provision and progress.

Progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Assessment and monitoring progress of children with SEND may include the use of EYFS Development Matters at different banding levels, Leuven Scale for Well Being and Involvement, Pre Key Stage standards, The Engagement Model, use of Age Related banding levels, personalised targets, targets set by external agencies (Such as Speech and Language or RANS) and targets on a child's support plan, provision map or EHC Plan.

The evaluation and monitoring arrangements promote an active process of continual review with the aim of improvement of provision for all pupils and especially those with SEND.

11. Training and Resources

The school will provide appropriate resources for SEN from the school's budget. Due consideration will be given to each child's needs. Full use will be made of any information passed to them when a child starts school for the first time or when a child transfers from one school to another.

Care will be taken to consider the child within the context of his or her home, culture and community.

The school will endeavour to make use of human and material resources that are available through the LA and other support providers. Teachers will make use of any appropriate screening or assessment tools,

along with the assessment of children within the Early Years Foundation Stage and the National Curriculum, to enable them to consider children's achievements and progress. Assessment will be a continuing process. Teacher's planning will aim to be flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation.

12. Roles and Responsibilities

The role of the SENDCO

The SENDCO and SEND TA take day-to-day responsibility for the SEN provision in the school working closely with staff, parents, governors, families and other agencies.

The Special Educational Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the SEN Register.
- Working in partnership with the Pastoral Team.

The role/responsibilities of the Governing body

The governing body ensure that the school and its members secure necessary provision for any pupil identified as having special educational needs or disabilities, having regard to the requirements of the Code of Practice 2015.

The Governor with particular responsibility for SEND is Hazel Coward. She meets with the SENDCO to discuss actions taken by the school.

13. Complaints Procedure

Wherever possible the school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Monitoring and Review of this Policy

This policy was written in September 2019 and will be reviewed on an annual basis.

SENDCO: Leanne Stubbs
SEND Governor: Clare John

Updated: July 2020

Changes made: - Parental Flow Chart, updates to percentages and needs across school.

Updated: September 2020

COVID-19 section added.

Updated: September 2021

New SENDCO: Karen Lawton

Updates to percentages and needs across school.

Updated: October 2022

SENDCo name changed: Karen Duggan

COVID-19 section removed

School percentages updated

Inclusion of pastoral team members as part of SEND team.

Updated: September 2023

School percentages updated

Updated: September 2024

Addition of section 5 - Internal Inclusive Provision

Change of role: Pastoral Manager now Children's Welfare Officer (Danielle Smith)

Updated: September 2025

School percentages updated