



Hopton Primary School Special Educational Needs Policy

POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

1. Introduction

Hopton Primary School is committed to providing an appropriate and high-quality education to all children. We believe that all children, including those identified as having SEND have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affects their learning, and we recognise that these may be long or short term.

At Hopton Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Hopton Primary School sees the inclusion of children and young people identified as having SEND as an equal opportunity issue and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

This policy complies with the statutory requirements in the SEND Code of Practice 0-25 (2014) and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The School's SEND information on the school website (SEND report)



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- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the New Code of Practice, this policy has been co-produced with;

- The Governing Body
- The SEN Co-ordinator (SENCo) - Mrs Katrina Bates (Deputy Headteacher: Foundation Stage and Mental Health Lead)
- The Headteacher – Mr Ben Smith (Safeguarding)
- The Senior Management Team –Mrs Fiona Ethridge (TLR: Curriculum Lead, KS2 Lead and Safeguarding), Mr James Asbery (TLR: KS1 Lead and Safeguarding)
- The SEND named Governor – Mrs Barbara Hornby

2. Contacts

Special Educational Needs Coordinator (SENCo) – Mrs Katrina Bates.

Mrs Bates holds the National Award for SEN (NASENCo award), achieved with Middlesex University.

Mrs Bates has completed the Local Authority's 3 day course –'SEND Training – The role of the SENCo'.

The SENCo holds the position of Deputy Headteacher, attends Senior Management Meetings and reports on SEND to the Governing body.

Contact details: School office – 01924 489736

Email: senco.hopton@kirkleeseducation.uk

Messages can be left with the office staff to pass on to Mrs Bates, who will get back to you as soon as is possible. If the SENCo is not available you can contact the Headteacher: Mr Ben Smith.

SEND Governor – Mrs Barbara Hornby. Mrs Hornby is contactable via the school office. Letters can be posted to Mrs Hornby, marked Confidential to the SEND Governor, c/o Hopton Primary School, Woodend Road, Mirfield, WF14 8PR.

3. Long Term Aim of this Policy



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Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2015.
2. To identify and put in place appropriate provision for pupils who have SEN and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCo in post who can ensure that the SEN policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.
7. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEN.

4. Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching. At Hopton Primary School, we identify the key characteristics of 'Quality First Teaching' as described by the 'Department for Children, Schools and Families. (DCSF) 2008;

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of intervention for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

Staff are expected to use appropriate planning, adaptations and targeted focused learning activities, as well as appropriate adult support, to enable children with SEND to access the curriculum, and ensure all children are treated inclusively. It is the responsibility of the class teacher to implement features of quality first teaching in lessons, and enable children with SEND to access a broad and balanced curriculum.

The Code specifies four broad areas of need:



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- Communication and Interaction (including Autism Spectrum Condition)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

The revised Code no longer allows for the identification of behaviour to be described as SEN and school procedures for behaviour can be found in detail in the Behaviour Policy. It is essential that identification of SEN is made at the earliest point in order to establish what action the school needs to take to make provision effective in targeting areas of weakness and improving long-term outcomes.

At Hopton Primary School, we identify the needs of pupils through a 'whole child' approach which includes the special educational needs of the child along with personal, social and emotional aspects of their development.

We recognise that other factors may impact on the progress and attainment of our pupils which are not SEN;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service personnel

5. Graduated Approach

Class teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Planning takes additional adult support into account and is discussed with those staff; however, any intervention and support does not replace high quality teaching.

The progress and development of all pupils is a priority at Hopton Primary School. Quality of teaching is carefully reviewed through work scrutiny, lesson observation and moderation within each year group. The senior leadership team are involved in the review of lessons as well as tracking and analysing pupil progress.

Each class teacher is required to identify vulnerable groups of children, plan intervention



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that is appropriate for such children and monitor their progress/identify next steps where progress is not as expected. This whole school approach ensures that all pupils' progress and development is monitored, including those who are at risk of under-achievement. The senior management team are best placed to provide training, support and interventions where necessary in order to target identified areas of need.

Our classroom practice throughout school is driven by our commitment to provide inclusive provision. All training is geared towards inclusive practice and is driven by the needs of the children. Lesson observations always focus on the achievement of all within lessons and as such the provision our most vulnerable children receive is always monitored.

Where there is concern regarding the progress of a child the school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at SEN Support. Evidence to support this decision making process, will typically include;

- Involvement of both the child and their family
- Involvement of the teacher
- Consideration of a range of material, e.g. national expectations of progress, formative assessments; assessment materials; specialised assessments from external agencies and information from previous settings.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs.

If a child/young person's needs are more complex, we will use a Individual Assess Plan Do Review document to record outcomes, provision, resource and strategies in place.

At Hopton Primary School, we have a clear approach to identifying and responding to SEND. Quality First Teaching is essential in removing barriers to learning.

The school's graduated response procedure is outlined below:

Tier 1 – Universal offer

- Concerns about progress and needs of pupils are raised by the parent, class teacher, SENCo or SMT.
- These pupils are identified as raising concern and are monitored closely.



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- The class teacher takes steps to provide adapted learning opportunities that aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Tier 2 -Targeted Support

- Pupils who fall significantly outside of the range of expected academic achievement in line with predicted performance indicators are identified as target children and monitored.
- The pupil may be involved in an intervention programme provided by the class teacher on an intervention programme identified by the SENCo/Headteacher or SMT and the pupil's progress closely monitored. This does not automatically place them on the SEND register.
- Where intervention programmes fail to 'fill in the gaps' or adequate progress has not been made; a pupil will be identified as possibly having SEND. They are closely monitored by the class teacher in order to gauge their level of learning and possible difficulties.
- The SENCo is consulted as needed for support and advice and may wish to observe the pupil in class.
- At this stage it can be determined which level of provision the pupil will need going forward.
- If a student has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- Parents are included fully at every stage. If concerns are raised by teachers, parents will be informed and information will be gathered and shared.
- At this stage the child is not on the SEND register. The next stage in planning for the pupil will depend on the individual pupil's needs and progress being made and whether the advice of other professionals is required.

Tier 3 – Specialist support

Children are identified as having SEN with have an individualised learning plan and are placed on the SEND register if despite intervention they;

- Continue to make little or no progress in the areas of concern where interventions are in place
- Continue working significantly below the range of expected academic achievement of children of the same age
- Continue to have difficulty in developing literacy and numeracy skills
- Have emotional and /or social needs which regularly and significantly interfere with the child's or others learning
- Have sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service



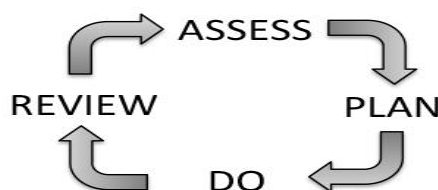
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- Continue to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning
- Require a Single Point referral or Specialist provision referral to be sought
- Require support from an outside agency (e.g. Speech therapy, CAMHS, Occupational therapy, Physiotherapist, Educational Psychologist)

Assess-Plan-Do-Review

Where a pupil is identified as having SEND, we take every action to remove barriers to learning and put effective, outcomes driven special educational provision in place.

This SEN support takes the form of a four-part cycle (Assess-Plan-Do-Review) which enables the school to develop a detailed understanding of the needs of the child over time and respond to the gaps in and barriers to learning through increasingly personalised interventions. This cyclical process is at the heart of our whole-school practice.



Assess;

Assessment is led by the class teacher with the support and guidance of the SENCo in order to establish a clear analysis of the pupil's needs. This assessment will draw on;

- Teacher assessments- standardised tests, observations, pupil progress, tracking systems and professional judgement
- Effective Liaison with feeder schools/ pre-schools and previous teachers
- Questionnaires and discussions with parents
- Discussions with pupils
- Specialist assessments e.g. Speech and Language Therapist, Educational Psychologist

Plan;

Provision is planned for as a direct response to assessment analysis. The first step in this response is through high quality, adapted planning, however, children with more complex or profound needs may require more targeted provision. Planning for provision will include;

- Class teachers will provide high quality, adapted teaching which exploits a range of learning styles.



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- Planning is outcomes driven and its impact evaluated
- Support by the SENCo and key stage leaders to make adjustments to teaching, support and resources to make learning most effective
- Additional training to be identified for staff and support staff
- Consultation with parents to ensure that they understand and agree on the intervention, support and expected impact
- Consultation with other professionals in order to identify effective approaches

Do:

Teachers reflect on the provision that they have in place and consistently evaluate their practice to ensure that planning addresses the pupils needs and exploit the approaches that are most effective. Strategies to achieve this include;

- Class teachers continually monitoring pupil progress within targeted provision, this may be as catch-up intervention or ongoing resources/strategy provided as detailed on a pupil passport
- The SENCo monitoring progress termly with all relevant staff and parents
- Support staff working closely with the class teacher to plan and assess interventions

Review:

The class teachers, working with the SENCo will revise the support SEND children receive in light of the progress and development they make. These reviews will take place as appropriate and changes to support and outcomes will be decided in consultation with the parents and pupils. Evidence for this review will focus on achievement and progress and will include;

- Observations
- Work scrutiny
- Progress tracking information
- Tests results or assessment information where appropriate
- Reviewed IAPDR's
- Predicted coverage of the NC descriptors/ EYFS statements they can achieve independently and consistently
- Parents/ Pupil/ Staff views

SEN Specialist Support

If the child doesn't make sufficient progress, the teacher, in consultation with the SENCo, will talk to parents about asking for further advice from outside agencies. Professionals will work together to develop further the child's IAPDR, school will use the advice from outside agencies where possible to build a more coordinated personalised planning approach. It is



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important where more professionals are involved with a child to create a framework to record;

- what is important to the child and their family and how best to support them
- contributions from all those involved with the child
- a shared understanding of strengths and needs
- joint agreement of outcomes and actions.

The IAPDR needs to be a useful working document which actively promotes co-ordinated support for the child and their family in order to make a difference.

The IAPDR will be discussed with the parent and the child (as appropriate) and will be reviewed at least termly.

Statutory Assessment / Referral for an Education, Health and Care Plan

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family.

If the school is unable to fully meet the needs of a child or the child is giving significant cause for concern, or has lifelong or more significant difficulties, then a Statutory Assessment can be requested. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

As a result of the monitoring cycle, it may be felt that the child is not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so, a request can be made for an Education, Health and Care (EHC) assessment of need.

This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school, for example small group intervention programmes. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEND Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether



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a child should remain on the SEND Register are made in partnership with a parent/carer at the end of each monitoring cycle.

A child may exit the SEND Register if:

- A child makes progress to achieve their targets
- The class teacher is confident the pupil will continue to make good progress
- 'Quality First Teaching' techniques are sufficient to maintain good progress

Even if children's needs do not meet the criteria of SEN Support, teachers are proactive in identifying pupils that are at risk of underachievement. Close dialogue with families and focused group interventions would continue to be offered to accelerate progress. These children would be identified by the class teacher as 'vulnerable children'.

7. Supporting Children and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

Our admissions arrangements (on the school website)

Our links with other agencies (SEND Report on school website)

Our arrangements for examination and assessment access – initially a request is made by the class teacher to the SENCo who will liaise with the Headteacher. The Headteacher will follow the government access request guidance to apply for additional time for tests

Our transition arrangements (SEND report on the school website)

Our school policy on managing medical conditions of pupils (available on the school website)

8. Supporting Pupils at School with Medical Conditions

At Hopton we recognise that children and young people 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 and young people 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 SEND and may have a statement, or Education, Health and Care Plan (EHCP). If so, the SEND Code of Practice (2015) is followed. More details of which can be found in the school's 'Supporting pupils at school with medical conditions policy.'



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9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. We monitor and evaluate the quality of provision of all children and young people in a variety of ways which include formal lesson observation, scrutiny of work, informal learning walks, analysis of progress made as well as discussions with the children. The schools excel file that tracks the progress of every child in each class, highlights the SEN children; making a comparison of their progress against the rest of their class. In terms of specific actions which relate to our SEND children we take the following additional action:

How are Parents'/Carers' views captured?

Parents and carers are an integral part of the decision-making and so it is our priority to capture the views of our families as accurately as possible. Parents are asked to contribute to the provision planning and assessment for their child. We capture their views by the following means:

- Opportunity to comment on progress and contribute to the new targets set on each IAPDR which are sent home
- Termly meetings (face to face/telephone/video) for parents/carers of children on IAPDRs to comment on their child's progress and give opinions on what is working/not working well
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Curriculum workshops are offered for parents/carers to attend and their evaluation of the workshops sought
- Where appropriate regular communication between home and school e.g. self care chart
- Open-door policy throughout school which enables parents to communicate with teachers and support staff on a daily basis
- Appointment system for parent/carers to speak to the class teacher / SENCo / SMT

How do we obtain the views of children?

Due to the range of age of the pupils in our care it is not always appropriate for them to give opinions on their SEND provision. However, we think it is essential that they are given the opportunity to communicate their interests and let us know what they enjoy doing at school so that they can contribute to identifying approaches that are most effective at promoting good outcomes and progress. This information is collected in an informal way at the end of each topic



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or unit of work.

What is the role of the governing body in the evaluation process?

The SENCo provides information to enable the governors to remain informed in regards to key SEN issues within school and how they are being addressed. Data analysis in regards to progress and attainment, is made available at key points of the year so that the governing body are aware of how interventions and support are improving progress and attainment in vulnerable pupils within school. The member of the governing body with responsibility for SEND meets with the SENCo and communicates via email and telephone.

What do you do with the information that you gather?

All information relating to SEND is retained centrally. Any reports issued to Governors are anonymised to ensure that privacy is maintained.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

10. Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contributions of up to £6K for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first



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£6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

b) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCo to explain the systems and structures in place to support the needs of individual children and young people. Training materials from previous training is available on the school network for staff to revisit as appropriate and for new staff to be sign posted to.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The school's SENCo regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND.

The school's SENCo attends our Pyramid school's Cluster meetings facilitated by an identified Educational Psychologist along with representatives of Kirklees Specialist Outreach Services.

Within our Pyramid, SENCo's regularly communicate via email / telephone / informal meetings to request support and share good practice.

11. Roles and Responsibilities

- The SEND Governor is Mrs Barbara Hornby. She meets with the SENCo termly and monitors the progress of pupils/students with SEND.
- The school employs 9 full time and 3 part time support staff, supporting children across 12 classes. They carry out a range of roles across the school including classroom support, leading interventions and also close working with SEND children. They work closely with the class teachers who oversee their work and plan with them.
- The Designated Leader for Safeguarding is Mr Smith with Mrs Crowther, Mrs Etheridge and Mr Asbery as deputies.
- The member of staff responsible for Looked After Children is Mr
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mr Smith
- The members of staff responsible for Mental Health needs are Mrs Bates.



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12. Storing and Managing Information

All documents relating to children and young people currently on the SEND Register are stored in a locked cabinet in the Headteacher's office. SEND information is retained in this locked cabinet whilst the child is in this school and copied and retained securely in archives in the secure store when the child leaves school. It is destroyed once the child gets to the age of 25. Individual plans and intervention records are managed using a secure online program (edukey), which enables parents to have access to their child's record, via invitation from school. **All teaching staff have access to all children's SEND reports/information on edukey.**

Documentation passing in transition is normally passed over at a face-to-face meeting or hand delivered wherever possible. Alternatively, the information is sent securely by secure data transfer (Anycomms), internal delivery and recorded delivery. Information regarding children with higher needs, leading to the consultation for EHC is stored on 'Liquid Logic' which is accessible by the LA.

13. Reviewing the Policy

This policy will be reviewed annually.

14. Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. This plan is available on the school website. Parents/carers can contact key staff by contacting the school on 01924 489736 or via email on

admin.hopton@kirkleeseducation.uk

The school has an open-door policy and the Headteacher can be contacted at any time via the school office by telephone or by email on office.hopton@kirkleeseducation.uk

15. Dealing with Complaints

The views and opinions of our parents and children are at the heart of our provision. If there is any cause for concern, we take every opportunity to deal with these issues promptly and work hard to resolve them.

If issues cannot be resolved internally, we follow LA guidelines, this procedure is explained in more detail on our website;



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16. Bullying

At Hopton Primary School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils with SEND. We consider annually the effects of bullying in our anti bullying week activities and encourage and promote whole school working in a variety of ways.

Further details of can be found in our Safeguarding Policy and Positive Behaviour and Anti bullying Policy.

17. Appendices

The following can be reviewed in conjunction with this document: (these are available on the school website)

- SEND information report
- Complaints policy and procedures
- Positive Behaviour and Anti Bullying Policy
- Access plan

Reviewed September 2026