The Hayes Primary School

Special Educational Needs and Disability (SEND) Policy

Date Policy Agreed: September 2026 **Date policy to be reviewed: September 2027**

Lead members of staff: SENDCO: Alice Wilcox

Assistant Head Teacher- Inclusion Leader: Lise Roberts

Lead SEND Governor: Kemi Owoeye

CLA Governor:

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Vision

To be the best you can be!

Introduction

The Hayes Primary School Governing Body has agreed and ratified this Policy.

This policy is to be read in conjunction with the following policies:

- *Child Protection; Safeguarding; Managing allegations of abuse against staff;*
- *Medical Needs Policy*
- *Behaviour and Relationship Policy; Anti-Bullying;*
- *Code of Conduct setting out standards and acceptable behaviour for staff;*
- *E-Safety and ICT acceptable use;*
- *Curriculum; RRS; Early Years Foundation Stage Policy and Procedures; PSHE (inc SRE);*
- *Whistleblowing;*
- *Teacher Appraisal and Teachers Pay;*
- *Complaints Procedure Statement;*
- *Accessibility Plan;*
- *Health and Safety.*

In accordance with the Equality Act 2010 and Children and Families Act 2014, the school takes reasonable steps to avoid any substantial disadvantage to disabled pupils caused by our behaviour practices. When addressing misbehaviour, staff consider whether a pupil's actions are impacted by underlying SEND, making necessary adjustments to sanctions and preventative measures (such as movement breaks, seating adjustments, or sensory regulation spaces) on a case-by-case basis.

Rational

As a UNICEF Rights Respecting school (introduced in September 2016), pupils are taught that they have rights and we recognise that rights and responsibilities are equally balanced and encourage our children to take responsibility for their actions in order to develop an awareness of how they affect the rights of others.

Children have the right to a primary education that develops each child's personality and talents to the full. They have a right to relax and play and join a wide range of activities. Our children are encouraged to respect their parents, each other, staff and their own and others cultures. Discipline in our school respects our children's human dignity. Every child has the right to feel safe at The Hayes and enjoy their education without the threat of bullying behaviour. This applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

We intend that the policy is clearly understood and shared by all children, staff and parents.



We value the abilities and achievements of all our pupils, and are committed to providing the best possible environment for learning for each pupil. We actively seek to remove the barriers to learning and/or participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

The Head Teacher has responsibility for ensuring implementation of this policy.

At The Hayes Primary School our Assistant Head Teacher- Inclusion Manager and SENDCO- Alice Wilcox , take responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. They both also contribute to the strategic development of SEND provision.

Our SENCO is Alice Wilcox. She can be contacted via email or through the school office

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Our SENCO is a qualified teacher and has completed her National Professional Qualification for Special Educational Needs Co-Ordinator's (NPQSENCO) qualification. She also has qualification for 'train the teacher, lead the leader' (TTLL) in Autism. Our Inclusion Manager is a qualified teacher and has also achieved a postgraduate certificate in SEN co-ordination and the National Award for SEN Coordination. They are both members of the Senior Leadership Team.

Aims of the SEND Policy

This SEND policy is a key document to ensure that our school supports inclusive practice and delivers high quality provision for all pupils with SEND. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed using statutory guidance, support from the Local Authority and through consultation with staff and Governors. It complies with the statutory requirements and guidance set out in relevant legislation and documents. The policy is available on our website or hard copies are available from the school office.

At The Hayes Primary School, we are committed to ensuring equality of education and opportunity for all

pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We aim to:

- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth and co-operation.
- help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.
- ensure that everyone, whatever their needs and capabilities, is fully included and catered for.
- value each individual and recognise and respond to the needs of every child.
- ensure all pupils with SEND have full access to their education at the Hayes. To fully support pupils with SEND so that they can play a full and active role in school life, and achieve their academic potential.
- To ensure parents feel confident that their child's SEND will be effectively supported in school. To establish and maintain a positive relationship with parents and carers, in order that the needs of a child can be fully met.
- To work effectively and in partnership with outside agencies and other professionals, staff and parents in order to meet the needs of each child. We actively seek and value advice from various professionals involved in children's care.
- To ensure that any social and emotional needs are met for children with SEND. To be aware that children may be at risk of bullying or developing emotional disorders, therefore to be monitoring these children closely and put support in place if required.
- To ensure SEND support or an Education Health and Care Plan is in place for children where required.

Inclusion Statement –Our visions and values

At The Hayes Primary School, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within the school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training*

SEN Code of Practice, 2014

Educational inclusion is about equal opportunities for all members of the school community regardless of their ability, age, gender, ethnic origin, religious belief, resident status, heritage language, impairment, looked-after status, sexuality, health, social or economic background. Particular attention is paid to the provision made for, and the achievement of, different groups of learners and different members of the community. Our aim is to be adaptable in order to meet the needs of our pupils, staff and other community members and provide the resources to enable this to happen. This refers to all areas of school life and not purely to the academic curriculum.

Our principles in relation to SEND have regard to

- The views, wishes and feelings of the child or young person and the child's parents and carers;
- The importance of providing the child and parents/carers with the information and support necessary to enable them to participate as fully as possible in decision making;
- The tailored support the child and the family require to achieve the best possible outcomes, which prepare the child effectively for adulthood.

We are committed to offering an inclusive education to ensure the best possible outcomes for all of our children by removing barriers to learning to promote high levels of achievement. We believe that all children have the right to 'be the best they can be' by:

- Giving all children the opportunity to achieve their full potential, through quality first teaching, which is supported through appropriate interventions and strategies to promote a positive and confident attitude to learning.
- Continually reflecting on, reviewing and evaluating the impact of interventions and strategies through collation of evidence to ensure effective impact.
- Monitoring the progress of children and adapt teaching methods to facilitate their learning, self-esteem and progress through differentiated class planning and intervention strategies.
- Setting SMART (Specific, Measurable, Achievable, Realistic and Timed) targets, so that children with SEND feel a sense of achievement as targets are reached.
- Facilitating opportunity for all children to achieve through liaison with the SEND Team, resulting in coordinated provision, including regular updates of provision maps, pupil passports targets and tracking.
- Increasing staff awareness of SEND issues through access to training

- Forming positive relationships with parents/carers and outside agencies to support children with SEND academically and emotionally

This policy is to be read in conjunction with our Behaviour policy. The SEND policy pervades all curriculum policies in the school.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.

Although there are acknowledged links in some instances with pupils who have English as Additional Language (EAL), this is a separate area of provision and is addressed accordingly. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

The revised SEN code of practice (June 2015) focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all children in our classroom lies with us. It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the SEND Team should accompany a structured and well- differentiated teaching programme. The SEND Code of Practice provides guidance on the duties of schools, local authorities and others working with children who have SEND. The Code sets out four areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

Definition of Disability

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Special Educational Needs, Disability Admissions

As a Local Authority (LA) maintained primary school, admissions are organised and controlled by The London Borough of Croydon. Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs. At The Hayes we do not discriminate or disadvantage pupils with a disability or SEND.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it has been requested by parents, as their school of preference and named by the LA.

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or
- The inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The Hayes will liaise closely with the Croydon SEN team to ensure that any decisions on placement and provision for a pupil with a Statement or Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

The SEND team, in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition)

Prior to starting school parents/carers of children with SEND may be invited to meet the SEND Team in order to discuss whether the provision at The Hayes Primary School is appropriate to meet the child's needs.

Disabled pupils have free access to all areas outside of the school and most areas in the school (with the exception of 3 classrooms), as a result of ramps, dropped curbs, appropriately height sited light fittings, adequately sized classroom doors, disabled toilets and the siting of a wet room style shower.

Roles and Responsibilities

The Hayes Primary School recognises that provision for children with SEND is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

SENCO: Alice Wilcox
Inclusion Manager: Lise Roberts
The school's Governor for Inclusion: Kemi Owoeye
The School's SEND Administrative Assistant: Faye Deighan

Head Teacher

- allocating roles and responsibilities to staff so that SEND are met.
- liaising with staff, SEND Team, support services, parents and pupils.
- delegating the coordination and organisation of inclusion provision including review meetings to the SEND Team.
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

SENCO & Inclusion Manager

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access

arrangements

- Work with the Headteacher and governors to determine the strategic development of the SEN policy and provision in the school
- ensuring that teachers keep their records of all pupils with SEND up to date
- Line manage teaching assistants giving support to individuals and groups of pupils with SEND.

Class teachers

- meeting the needs of all children in their class, including those with SEND and ensure their progress and development
- writing, reviewing and maintaining Whole Class Provision Maps on a termly basis, detailing targets, strategies and provision for groups of children, to include gifted and talented, SEND, pupil premium group, EAL etc.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- raising concerns about the needs of children in their class, discuss these with parents and log these with the SEND Team
- knowing which pupils in their class are on the SEND Register and at what stage
- maintaining SEND information and copies of all relevant Pupil Passports for all children with SEND in their class
- writing and reviewing Pupil Passports on a termly basis for pupils at SEN Support in collaboration with the parents and children and, in consultation with the SEND Team, writing Pupil Passports/ individual provision plans for those children with an EHCP and decide on any changes to provision
- keeping detailed records of the Pupil Passport targets and the strategies adopted and their relative success for each child with special needs
- directing Teaching Assistants who are supporting pupils in their class
- ensuring that the SEND Team and other colleagues are aware of children's needs
- providing learning experiences which are appropriate to the needs of the child
- attending appropriate INSET and courses
- ensure the schools SEND policy is fully met
- provide information on progress in preparation for the Annual Review meeting
- attend and contribute at the Annual Review Meeting

Teaching Assistants

Under the guidance of the class teacher:

- deliver activities and learning programs planned by the class teacher
- liaise closely with the class teacher on effective approaches and outcomes
- keeping detailed records of this work in order that the Pupil Passports can be reviewed as requested

by the class teacher/

- supporting children in class or by withdrawing individuals and small groups
- carrying out the necessary assessments on the children they work with
- attending INSET and courses where appropriate
- being fully aware of the school's SEND policy

Learning Support Assistants (Child Specific Support) should:

- Liaise with the class teacher to ensure effective implementation of Pupil Passport targets for pupils with EHC plan.
- Support the named pupil to access the Curriculum through flexible working arrangements, to include some individual or small group work and to facilitate the child in becoming a more independent learner within the context of an inclusive classroom.
- Monitor and record progress towards Pupil Passport targets.
- Attend review meetings with the SEND Team, class teacher and outside agencies to discuss progress and devise new interventions as required.
- Attend the Annual Review meeting.

Governors

- A named governor to have responsibility for the implementation/effectiveness of the SEND policy
- being fully involved in developing and monitoring the SEND policy
- having up to date knowledge about the school's SEND provision, including funding
- knowing how equipment and personnel resources are deployed
- ensuring that SEND provision is an integral part of the School Development Plan
- ensuring that financial resources are available to carry out the SEND policy
- ensuring the quality of SEND provision is continually monitored
- ensuring the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- liaising with the Headteacher, Deputy Headteacher, SEND Team and staff
- Help to raise awareness of SEN issues at governing board meetings
- reporting annually to parents on the implementation of the SEND policy and any changes during the school last year
- Ensure the school meets statutory duties.

<u>Allocation of Resources to and amongst Pupils</u>

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding varies between each school and is informed by a set of indicators. The level of funding is not adjusted in year to reflect any changing demand for SEND

provision.

The school leadership through consultation with the SEND Team and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school.

At the beginning of each academic year we map our provision to show how we allocate resources to each year group for SEND Support. This is reviewed on a termly basis and is fluid to allow for pupils who have made sufficient progress to be removed from intervention and to allow others who have demonstrated insufficient progress to be included.

Identification for SEND Support

The Hayes Primary School uses the Criteria set out in the Special Educational Needs Code of Practice for the identification and assessment of children with special educational needs. We aim to identify children with special educational needs as early as possible in their school career. We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a class teacher has concerns even after providing well-structured and differentiated learning s/he should inform the SEND Team using the appropriate referral form. These concerns may be initially discussed with the parent/carer to raise their awareness and to gain any information which may help to understand the child's needs, for example dyslexia in the family. All information gathered will then be discussed with the SEND Team, who may suggest strategies that the class teacher could use to monitor the child's progress for a period of time. Once this concern has been logged the class teacher will work closely with the child in the normal classroom context, observing the child's progress and ensuring any extra help available will be targeted for the child e.g. a specific intervention or targeted support from a Teaching Assistant. As well as core subject areas, progress on other areas will also be considered such as social development and

communication skills.

The triggers for intervention could be the parent/carer, teachers or other's continuing concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties despite strategies put in place.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If the class teacher is still concerned after a period of monitoring and it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching a decision will be made, in conjunction with the SEND Team about whether the child needs to be placed on the **SEND Register** and receive **SEND Support**, where his/her progress and provision can be monitored more closely and reviewed on a regular basis. In determining whether a pupil may have SEND, consideration will also be given to other factors, which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

With the parent's consent the school may refer to external agencies such as the Educational Psychologist, CAMHS and any other assessing professionals. Up to date information about the pupil, including all previous interventions, is shared with appropriate agencies

The SEND Register

The register provides an updated record of all pupils receiving additional SEND Support so that:

- progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need
- effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.

Once identified as requiring additional SEND Support, pupils will receive a tailored package of support to target key areas of difficulty.

This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long term targets and outcomes.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.

Pupil Passports

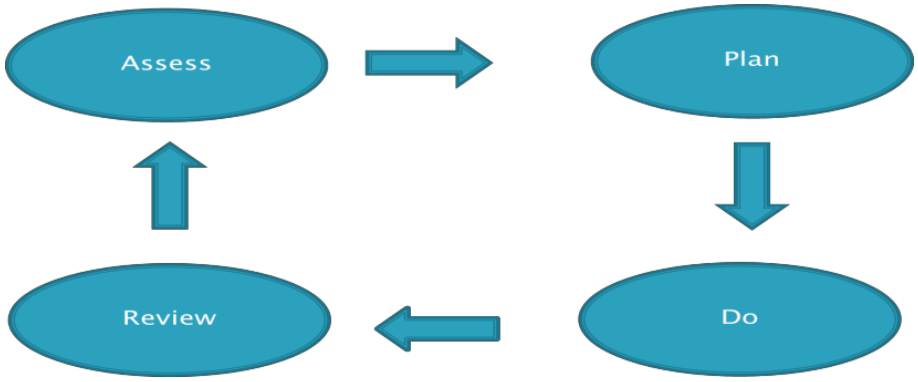
All pupils on the SEND register have an Individual Pupil Passport. These are developed by the class teacher during a conference with the child with SEND. The class teacher will invite the parents into school to discuss the Pupil Passport targets for their child and how they will be achieved. These Pupil Passports are reviewed at least termly with the parent (and the child if appropriate). If a pupil is making good progress the pupil passport review can be used to consider removing a child from the SEND register or to set new targets for the child to work towards.

If a pupil makes good progress and achieves the outcomes set they will no longer require SEND Support and their name will be removed from the register. Parents will be notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Alternatively, if targets have not been met and all the required support has been in place the review will look to alter the strategies and provision in place or the review may be the first part of the process to move the pupil to a request for Locality SEND Support (LSS) or EHC Needs Assessment. There must be clear evidence in each child's records of when Pupil Passports have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the child to make progress, but also in providing evidence of the interventions by the school in the event of a move to EHC Needs Assessment.

A Graduated Response to SEND

Identification, assessment and provision of support are key factors in success for children who have SEND. Once children have been identified as requiring additional SEND Support a graduated approach follows, usually on a termly basis but more frequently where appropriate. This cycle is in line with the writing and reviewing of Pupil Passports.



ASSESS:

Teachers and parents will discuss and assess the child's needs to gain a detailed picture of each child's strengths and special educational needs and this may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. Each pupil's difficulties will be considered against the four broad areas of needs:

1. **Communication and interaction**, e.g. Autistic spectrum disorder, Asperger's syndrome, speech and language difficulties
2. **Cognition and learning**, e.g. Dyslexia, dyspraxia
3. **Social, emotional and mental health difficulties**, e.g. attention deficit hyperactivity disorder (ADHD)
4. **Sensory and/or physical needs**, e.g. visual impairments, hearing impairments, epilepsy

The Hayes recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

PLAN:

We will use the information to draw up a plan to outline the support that will be offered. The plan will:

- Be outcome focused
- Outline the range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways pupils and parents can work in partnership with the school to support progress towards targets and outcomes.

- Give details of the input of external agencies when they are involved with a pupil
- Be recorded on Individual Pupil Passports or on Class Provision Maps.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches and resources that have been agreed.

Parents will receive copy of this plan with a time frame for review.

DO:

Class teachers, with the support of the SEND Team will take the responsibility for writing and overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a term
- Listening to pupil voice through the child conference
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

The impact of any additional support offered will be reviewed at least termly during a class teacher and child Pupil Passport conference. Parents will be invited to attend termly parental review meetings. This review may be included in the general school cycle of parental consultation meetings.

However, where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting may be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SEND Team will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix **3**

Support for Pupils with Significant Needs

Teachers are responsible and accountable for the progress and development of all the pupils in their class.
High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The additional needs of most of the pupils with SEND at The Hayes can be met by interventions and resources available from the school budget. We have a number of teaching assistants who are trained to deliver interventions, such as precision teaching, phonics boosters and Speech and language support groups. Teaching assistants may support children in small groups or on a 1:1 basis.

In a few cases for pupils with the most significant needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning, which cannot funded long term from the school's own resources and budget. Where this is the case the SEND Team, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHC plan) assessment.

The local authority Early Intervention SEND Team (EISEND) for Mainstream schools (SEND Service 0-25)

When children require additional specialist guidance or intervention beyond the school's internal resources, The Hayes Primary School works collaboratively with the London Borough of Croydon's Early Intervention SEND (EISEND) team to identify needs early, strengthen inclusive practice, and remove barriers to learning. Rather than replacing what our school already provides through Ordinarily Available Provision and the graduated ("assess, plan, do, review") approach, the EISEND team adds an extra layer of specialist support. Our school can access virtual **Advice Clinics** for quick guidance and strategy discussions, as well as ongoing **SEND Advisor support**—including classroom observations, collaborative problem-solving, and strategy modelling—to build staff confidence and improve everyday classroom provision. Families and pupils remain at the heart of this process, with parents and carers involved in planning, sharing views, and reviewing progress alongside school staff.

Where a pupil continues to have unmet needs despite a thorough graduated approach and use of the school's notional SEN resources, our SENDCO—with written parent/carer consent—can submit an evidence-based request to the EISEND monthly multi-professional panel. Depending on the child's needs, the panel may recommend further advice, signpost to other specialist services, or approve targeted, time-limited funding through a **Short Term Intervention Plan (STIP)**—typically lasting one term (around 12 school weeks) with up to four SEND Advisor visits to agree outcomes, monitor impact, and help your child thrive. Please note that EISEND funding is not used for full-time 1:1 support and cannot be considered where an Education, Health and Care (EHC) Needs Assessment is already underway or an EHCP is in place; where a pupil's needs are complex and require statutory support, our SEND Team will work alongside parents and relevant professionals to gather the appropriate evidence for an EHC Needs Assessment.

Progression to EHC Needs Assessment

Following advice from the Educational Psychologist or other professionals, or after receiving support through the EISEND referral process, the school and parents may agree that a pupil requires support beyond the resources available within the school. In these circumstances, the SEND Team will complete and submit a request for an Education, Health and Care (EHC) Needs Assessment to the relevant Local Authority (Croydon or the authority in which the child resides).

The request and supporting evidence are then forwarded to the appropriate Local Authority Officer and considered by the relevant panel, which meets regularly to decide whether an EHC Needs Assessment should proceed.

Education Heath and Care Plans (EHCPs)

Following a Needs Assessment the Local Authority may decide that it is appropriate for a child to have an EHCP where the needs are **complex, severe and long term**. The EHCP will make special educational provision to meet the SEND of the child to secure the best possible outcomes for education, health and social care.

Education Health and Care Plans:

An education health and care plan is for children and young people aged up to 25 who need more support to

overcome difficulties that is available from funding and resources paid directly to the school.
Each plan gives specific details of any educations needs or health and social care needs which impact on learning achievement and identifies the range and nature of support that must be in place to support progress. The LA provide top up funding to cover the cost of provision that is higher than funds available to the school. More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Croydon SEND Local Offer:

http://www.croydon.gov.uk/education/special-educational-needs/sen-education/

If a pupil has an EHC plan this will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents pupils and external agencies.

Annual Reviews of EHCPs

EHCPs must be reviewed annually. The parents will attend with the Class Teacher, SEND Team and Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with an EHCP then an interim Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement/ EHCP. In the unfortunate event of a pupil with an EHCP facing Permanent Exclusion an interim Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support, with formal reviews with parents annually.

Where a pupil with a medical condition also has a disability or SEND, their Individual Health Care Plan (IHCP) will be closely coordinated with their educational provisions, including their Pupil Passport. IHCPs are produced in collaboration with parents, pupils, and health professionals, and are reviewed at least termly or sooner to

reflect changing medical needs. Staff responsible for supporting medical needs or administering medication receive ongoing competency training from the school nursing team.

Transitions

The Hayes SEND team is proactive in seeking to ensure that there is a successful transition between phases of education.

On joining The Hayes Primary School from nursery, any pupils with identified needs will be made known to the SEND Team and their information and provisions will be continued into Foundation Stage as appropriate. The EYFS leader liaises with all feeder settings in order to gather any relevant information about children who join us from those settings. This information is passed to the SEND Team as appropriate. Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child.

As pupils on the SEND register progress to secondary school, the SEND Team will liaise with the various receiving schools. This will include inviting the SEND Team from the secondary schools to the Year 6 Annual Reviews and assisting with arranging visits for pupils and parents to look at prospective schools.

This will include specialist provision in the case of some pupils with statements/EHCPs and in these cases visits are arranged for the receiving school to observe the child in their mainstream setting and to discuss the child with all relevant adults, such as teachers and teaching assistants.

Training

Through our collaboration with the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme, we ensure all staff access relevant, high-quality professional development that is evidence-based and directly enhances daily educational practice. Ongoing training is planned around current pupil needs, including specialized medical training from the school nursing team, autism awareness, deaf awareness, and ongoing specialist input from SALT, OT, and physiotherapy services.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs, e.g. Emotional Literacy Support Assistants (ELSAs) and Speech and Language Teaching Assistants (SALTA).

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The SEND Team attends the termly Croydon briefing sessions and has opportunities to attend other local cluster networks and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEND provision at our school.

Managing Concerns about SEND Provision

Parents are encouraged to share any concerns they have about any aspect of provision for their child's needs at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SEND Team and other senior leaders as required.

Where these initial attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEN Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service

The school can also make arrangements for parents to discuss concerns with other key professionals such as the Educational Psychologist.

If concerns are still unresolved and parents wish to make to make a formal complaint they are directed to the School Complaints Procedures which is published on the school website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

Anti-Bullying

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

Support for improving emotional and social development

We provide structured support for pupils' emotional and social development through targeted interventions, including a full-time Emotional Literacy Support Assistant (ELSA) offering weekly 1:1 sessions, 4 trained mental health first aiders, and daily 'Calm Clubs' providing an inclusive lunchtime provision with therapeutic activities and peer mentoring. Whole-school zones of regulation and classroom regulation toolkits further support emotional self-regulation across the day.

We have a zero-tolerance approach to bullying

Disability Access Arrangements

We strive to ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trips to Carroty Wood and The Isle of Wight.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

In compliance with the Equality Act 2010, the school implements an Accessibility Plan designed to increase access over time across three key areas:

- Curriculum Access: Expanding learning approaches, using sound-field systems in all classrooms, and deploying specialized equipment (e.g., sloping boards, visual timetables, and coloured overlays).
- Physical Environment: Maintaining ramp access, automatic doors, accessible toilets, and designated disabled parking bays.
- Written Information: Ensuring school publications, documentation, and notices can be provided in alternative formats (such as enlarged print or via IT software customisation) upon request.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

Croydon's local offer for SEND:
http://www.croydon.gov.uk/education/special-educational-needs/sen-education/

Relevant Documents

- Accessibility Policy and Plan
- Admission Policy
- Attendance Policy
- Behaviour Policy
- Disability Equality Scheme
- Equality Policy
- Educational Visits Policy
- School Improvement Plan
- PSCHE Policy
- Safeguarding Policy
- Medical Needs Policy
- School Prospectus
- School Accessibility Plan