

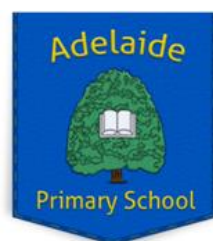
Where everybody counts, every moment matters

#### Pupils with Medical Needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school in partnership with parents and, if appropriate, the pupil themselves.

Staff who administer medicine complete training and are approved by the school as competent.

All medicine administration procedures adhere to the Trust's Policy Supporting Pupils Medical Conditions in School & Administration of Medicines (2017) and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014



Look at what I can do now.



I am beginning to complete simple inset jigsaws

I enjoy playing alongside my friends



I enjoy working with the interactive board

## Arrangements for Co-ordinating Provision for Children with Special Educational Needs:

### Roles and Responsibilities at Adelaide Primary School, Humber Education Trust

#### 1. The Governing Body

The Governing Body in each Humber Education Trust school, in co-operation with the HET Governing Body and the HET CEO and each school's Head teacher/Head of school, determine the school's general policy and approach to provision for children with SEND. The Governing Body must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. The Governing Body of maintained mainstream schools must ensure that there is a qualified teacher designated as SENDCO for the school. The SEN Governor will liaise regularly with the SENDCO and report back to the School Committees.

#### 2. The Head Teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher should keep the Governing Board fully informed and also work closely with the SENDCO.

#### 3. The SENDCO

The SENDCO has an important role in advising the Head teacher and Governing Body, in determining the strategic development of SEND policy and provision in the school and is a member of the Management Team. The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCO provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

##### Key responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating 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 Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Managing Teaching Assistants.
- Overseeing the records of all children with SEND.
- Contributing to the in-service training of staff.

#### 4. The Teachers

Staff within the trust receive a high level of ongoing training and demonstrate a high degree of expertise in their care, support and teaching of pupils with a broad range of needs. This document highlights the importance of correct, efficient, fluent use of teaching strategies, tailored to support individual pupils.

The trust takes action to remove barriers to learning and actively promotes staff to employ an enquiring mind-set when working with our pupils. The Humber Education Trust recognises the importance of finding out about how our pupils learn and making value professional judgments, so that we may best support their learning.

##### 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
- High quality teaching which is differentiated for individual pupils All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

#### 5. The Achievement Support Assistants (ASAs) and the Teaching Assistants (TAs)

The ASAs and TAs work with the class teacher and SENDCO in providing support for children with Special Educational Needs across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

## 6. Pupil Participation

The Humber Education trust places significant importance on pupils' capacity to communicate in order to stay safe, express their views and understand information. The trust ascribes to the mantra 'no decision about me, without me'.

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning outcomes and contributing to their outcomes. This will be achieved through a variety of different approaches as appropriate to the age of the child.

These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Pupil set outcomes

### Pupil Voice

"I need more help with maths but I like working in my small group. Miss Coolledge helps me to remember

I need help to work with a partner. I like it when I have a supportive partner who can help me. Being told when partner A/B should talk helps my partner work and some sentence stems like "I think this because..."

### Parent Voice

*"I am thrilled with the progress that J has made this year, he has grown up loads"*

*"I don't know what the future holds for him but I want him to be happy, have a good job and anything he wants – but for now him talking is the most important thing."*

### Review Framework

The HET SEND Policy 2019 will be reviewed March 2022

## 7. The Role of Parents of Pupils with SEND

Humber Education Trust recognises the significant contribution parents can make to the education of their child and as such the trust seeks to work in full partnership with parents and carers. The Code of Practice (2015) emphasises the importance of excellent partnerships between the school and the views, wishes and feelings of the child and their parents. This is what underpins the principles of the Code of Practice (2015), which are designed to support:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

The school endeavours to foster positive working relationships with parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Frequently asked questions from parents can be found on each school's website under parent pages/SEND. Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

All parents of children with SEND have access to the SEN Information Report and Local Offer, which gives additional information about Special Educational Needs and Disability. This also provides information about the Parent Partnership service. This is a free service, which supports parents of children with SEND. Links to the SEN Information Report and The Local Offer can be found in the SEND section of each school's website.

Additional information and/or leaflets are available from the SENDCO on request. Parents are encouraged to contact the child's class teacher and/or the SENDCO as needed either by telephone or appointment.

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:**

- Equality Act 2010: advice for schools DFE February 2013
- The Children and Families Act 2014
- The SEND Code of Practice 0-25 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils in School with Medical Conditions April 2014
- The National Curriculum in England: Key stage 1 & 2 Framework (December 2014)
- Teaching Standards (2012)



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