

Highfield Community Primary School

Special Educational Needs Policy



Academic Year
2021 – 2022

Staffing

The SEN team in school are:

SENCO: Mrs V Wall (BA, PGCE, NASENCo) who can be contacted directly through school on 01244259650

SEN Governor: Mrs L Green

SEN Policy

This policy reflects the statutory requirement laid out in the SEND Code of Practice 0-25 (Sept 2014). It has been written in consultation with the SENCo, senior leadership team, governors and parents of children with SEND at Highfield.

It has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The Children’s and Families Act 2014
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

A copy of the SEND Code of Practice 0-25 can be found by following the link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Statement of Intent

Highfield Community Primary School values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

Aims

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual’s needs and abilities.
- To maintain high quality teaching provision, where the teacher is the teacher of all pupils, including those with special educational needs.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child’s support, progress and attainment.
- To ensure that SEN pupils are involved in decisions affecting their future SEN provision.

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Objectives

- To ensure the identification and provision for pupils who have special educational needs and additional needs.
- To work within the guidance, provide in the SEND Code of Practice 0-25, September 2014.

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will oversee the provision for pupils with special educational needs.
- To provide support and advice for all staff working with pupils with special educational needs.
- To ensure effective communication with families, parents and carers.

Definition of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difference or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difference or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice, 2014).

Identification of Special Educational Needs

There are 4 broad categories of special educational need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

At Highfield we identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational needs. We also understand that the area of need may change over time.

We also consider factors that are NOT SEN but which may impact on progress and attainment. These can include:

- 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
- Being in receipt of a Pupil Premium grant
- Being a Looked After Child
- Being a child of a serviceman/woman

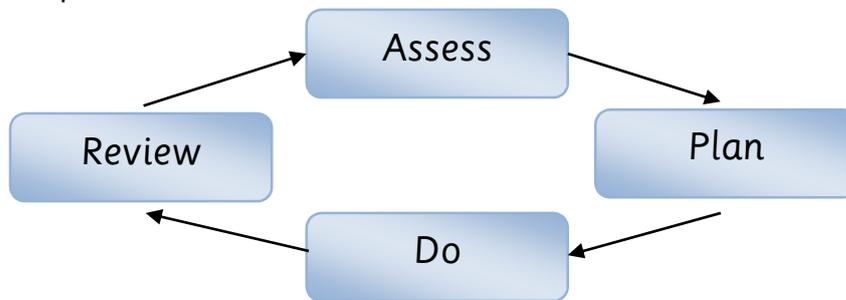
Graduated Approach to SEN Support

- It is the role of the class teacher to deliver quality first teaching to all pupils including those with special educational needs. The Code of Practice suggests that pupils are only identified as having a special educational need if they do not make adequate progress once they have had all the intervention and adjustments and good quality personalised teaching.
- 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, differentiated for individual pupils, is the first step in responding to pupils who may have SEN.
- At Highfield we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The teacher and SENCO consider all of the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, we access more specialised assessments and advice from external agencies and professionals.
- Parents, families and carers, children and young people are involved in this process through regular parent consultations with the SENCO, the sharing of targets and review of progress made with the teacher.

SEN support, monitoring and evaluation

At Highfield we use a cyclical, graduated approach to meeting and reviewing the needs of pupils with special educational needs:



This process includes:

- Using the graduated approach to identify and support a special educational need.
- The setting of individual targets with pupils and their families and sharing the impact of support, using individual education plans and intervention evaluation tools.
- Liaison between the SENCO and class teacher with other professionals to determine and facilitate appropriate support.
- Ensuring quality interventions are delivered by the appropriately trained staff.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Education and Health Care Plans

When a pupil is provided with an EHC plan, the school must:

- Ensure appropriate individual targets are taken from the plan.
- Work in collaboration with other professionals in order to deliver appropriate and individualised provision.
- Review the plan annually and set interim and longer term targets, with a focus on positive outcomes and including the views of the pupil and their family.

Supporting Pupils and Families

Parents and pupils are able to access the local offer Live Well website using the link below:

<https://livewell.cheshirewestandchester.gov.uk>

The Local Offer provides information and services available in the local area which may support pupils with special educational needs and their families.

Highfield has a SEN Information Report available to parents and families which provides details of how we support pupils with special educational needs. This can be found at:

<http://www.highfield-blacon.cheshire.sch.uk/>

Collaboration with other agencies

At Highfield we liaise with other agencies in order to support the family and pupil. These include:

- Child and Educational Psychology
- School Health
- Education Welfare
- Child and Adolescent Mental Health Service
- Speech and Language Service
- Education Autism Service

It is the role of the SENCO to orchestrate the liaison between school and other agencies and the role of the SENCO and class teacher to ensure all advice and recommendations are carried out, regularly reviewing impact and progress made. Information is shared with parents and carers through multi-agency meetings and parent consultation with individual professionals or the SENCO.

Supporting pupils with medical conditions

At Highfield, we recognise 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 special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The following arrangements are in place at Highfield to provide for pupils in school with medical conditions:

- The availability and use of appropriate teaching and support materials
- Training for staff members
- Liaison between school, the relevant community health professionals and the school nurse
- Discussion with parents, carers and pupils about how school can support with their health needs
- Appropriate measures to ensure accessibility for all pupils (see Accessibility Policy)

Further information and guidance can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Supporting pupils with specific learning difficulties

'Specific learning difficulties' is an umbrella term used to cover a range of frequently co-occurring difficulties which affects the way information is learned and processed. These include:

- Dyslexia.
- Dyspraxia / DCD.
- Dyscalculia.
- A.D.D / A.D.H.D.

At Highfield, it is our aim to:

- Identify specific learning difficulties as early as possible.
- Ensure appropriate interventions are in place for individual pupils.
- Deliver a multi-sensory approach to the curriculum, including alternative methods of recording and visual supports.
- Monitor and assess pupil progress using the graduated approach.
- Provide quality training to heighten the awareness of all staff and governors in the identification and support of pupils with specific learning difficulties.
- Ensure the SENCO has access to training in specific learning difficulties. The SENCO is able to access up to date information and advice from the Local Offer Live Well website found at: <https://livewell.cheshirewestandchester.gov.uk>
- Access support and advice from the local authority Assessment and Monitoring Team and specialist outreach services.

The Role of the Governing Body

School Governors have a duty imposed by law to ensure that special provision is made. Mrs L Green is the appointed governor for SEN, who carries out monitoring of SEN in accordance with the Governor Monitoring role. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy.

Training and resources

- Funding is through the notational budget and additional provision for specific pupils with 'top-up' funding, statements and Education and Health Care plans.
- Support staff are allocated to classes which most require their expertise.
- The needs of individual pupils with SEN are shared at transition and review meetings with all staff members who will work with them.
- The SENCO has the NASENCo Award, Lead Professional in Autism training and leads the Blacon Education Village SEN cluster meetings. She has led Highfield to become an Autism Inclusive School (2020) and to hold BDA Dyslexia Friendly status (since 2016). She attends local authority network and training sessions, disseminating information and cascading training to other staff members.

Dealing with complaints

The school works, wherever possible, 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.

This SEN policy was reviewed by:-

Signed: *V Wall*

Date: 17.12.21

Position: SENCO

Signed.....

Date:

Position.....

Date:

The next revision date is: Autumn 2022