

# Highfields Primary School

## Special Educational Needs and Disability (SEND)

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SEND refers to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

The SEND Code of Practice 2015 (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations and applies to England. It came into force in September 2014 and was last revised in January 2015.

At Highfields Primary School we will make every effort to achieve maximum inclusion of all pupils (including those with learning difficulties and disabilities) whilst meeting their individual needs. Teachers will provide learning opportunities for all pupils within the classroom environment and provide materials and resources appropriate to pupils' interests, preferred learning styles and abilities.

### **Aims and Objectives of the SEND Scheme**

The key principle that underpins the Code of Practice is that SEND provision affects all staff.

The Code of Practice makes clear that in carrying out their functions under the Act in relation to disabled children and young people and those with SEN, local authorities must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Summary of the Special Educational Needs (SEN) Code of Practice 2015 lead to pupils being identified as having SEND and extends the definition to young people up to the age of 25.

There is a strong focus on progress, embedding a culture of high expectations for all as well as a greater focus on the views and decision-making role of young people and parents and on a successful transition to adulthood.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the effective use of resources.

The SENDCO coordinating the day-to-day provision of the education for pupils with SEND is **Aimee Hubber**.

She is a member of the Leadership Team and can be contacted through the school office phone number - **0116 2531382**.

## **Partnership with Parents and Carers**

### **The role of the local authority and the local offer**

The local authority (LA) has a duty to coordinate a 'local offer' of all SEND services in the area and to provide information, advice and support, including information on the statutory assessment process.

The school works in partnership with parents and carers to achieve these aims. This is a priority in line with the SEN Code of Practice. We work to enable and empower parents and carers by –

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- providing all information in a 'parent friendly' and accessible way

### **Involvement of pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We fully involve pupils wherever possible by including them in –

- identifying their own needs and learning style (self-assessment)
- individual target setting across the curriculum
- self-review of their own progress and in setting/amending targets
- formal reviews, providing evidence for meetings and attendance at review meetings

### **Management of SEND within school**

We recognise that all members of staff are teachers of special educational needs. The Headteacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the SENDCO and the SENDCO is a member of the Leadership team.

All members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Educational Health Care Plan in place or not. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

In line with the recommendations in the revised Code of Practice, the SENDCO is responsible for –

- overseeing the day-to-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology service, health and social services and voluntary bodies.

The SENDCO is responsible for keeping the governor with responsibility for SEND fully informed.

### **Admission arrangements**

No pupil is refused admission to school on the basis of his or her special educational need or disability. We will not discriminate against any children and we will take all reasonable steps and best endeavours to provide effective educational provision – see Admissions Policy Statement.

### **Special Provision**

The school has the following special facilities – wheelchair access and wide doors, disabled toilet, disabled parking, handrails throughout school, ramps throughout school, single storey, access for taxis and other transport. In addition to this, we have in place Evacuation Procedures (in the event of a fire) for children who require this.

### **Identification and Assessment**

We accept the principle that pupil needs should be identified and met as early as possible. The SENDCO works closely with the school assessment co-ordinator. The school adopts the levels of intervention as described in the SEND Code of Practice. Appendix 3 of the LEA document Meeting Individual Needs is used as a point of reference. We have adopted a detailed list of triggers for pupils to be identified as having special educational needs.

We adopt the following procedures for identification and assessment –

- the analysis of data including baseline assessment, entry profiles, SATs, reading ages, annual pupil assessments

- pupil in context profile
- following up parental concerns
- tracking individual progress over time
- information from previous schools on transfer
- information from other services

The SENDCO maintains a record of children identified through the procedures listed. The Special Educational Needs register is reviewed at least once every term.

For some pupils an external agency will be involved in assessment and identification of need and additional support will be provided.

The protocols and procedures described in Meeting Individual Needs are used for maintaining paperwork and conducting reviews at all levels of intervention, including those for children with an Education, Health and Care Plan.

### **Curriculum Access and Provision**

In order to meet the needs of all pupils, teachers differentiate work. They work to meet individual learning needs, to mark work sensitively and to plan homework effectively so that parents may be involved.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs and it may be in the form of –

- in class support for small groups with an additional teacher or Learning Support Assistant
- small group withdrawal with an additional teacher or LSA
- individual class support/individual withdrawal
- further differentiation of resources (concrete and visual)
- homework/learning support club
- differentiated timetable across the school day

Children who are identified as having SEND will have an Individual Education Plan (IEP) or individual Passport. We will set and review the targets on these once a term with contributions from the parent, child and all adults who support the child at school. The targets set will be individual to the child.

For children with an Education, Health and Care Plan, provision is in line with the recommendations and outcomes in their plan.

### **Links with Educational Support Services**

We aim to maintain useful contact with education support services. For pupils at Additional School Support, any one or more of the following agencies may be involved –

- Education Psychology Service
- Learning, Communication and Interaction Team

- Early Years Team
- Social Emotional & Mental Health Team
- Specialists for the Hearing and Visually Impaired

The SENCo maintains links with other SENCOS through the SENCO Network.

### **Links with Other Services**

Effective working links will be maintained with -

- Speech and Language Specialists
- Educational Welfare Officer
- Community Health Services
- Other Health Services
- Social Services

### **INSET**

In order to maintain and develop the quality of our provision, members of staff are encouraged to undertake training. This is specified in the school professional development plan and is updated annually. Input from external agencies is actively encouraged.

### **Resources**

The allocation of funds is deployed to support the implementation of this policy.

### **Monitoring and Evaluation**

The effectiveness of our provision for children identified as having special educational needs is carried out in the following ways –

- classroom observation
- work sampling
- scrutiny of planning
- teacher interviews
- informal feedback from SEN staff
- informal feedback from all staff
- pupil interviews
- pupil tracking
- pupil review meetings
- monitoring IEP's, IEP targets and Passports
- movement on the register
- attendance records

## **Success Criteria**

The governing body will review the implementation of this policy, and any changes to it, annually.

We have identified the following success criteria to evaluate the effectiveness of the policy

- The register is updated at least termly
- The register is up-to-date and easily accessible, levels of intervention are identified
- There is movement on the register, both up and down the levels of intervention
- All concerns are followed up within 2 weeks
- Parents are informed about all expressions of concern
- All children with IEPs have the targets reviewed at least three times a year
- All children with IEPs are aware of their targets
- All those with classroom contact with the child are aware of the targets
- All IEP targets are SMART and written in accessible language
- Parents are informed of their child's targets
- Parents feel involved in their child's education
- All teachers and support staff are aware of procedures
- All teachers' curriculum planning show evidence of differentiation
- There is evidence of individual pupil progress over time
- Resources are effectively used
- SEN issues are included in staff development planning
- All teachers are aware of their responsibilities
- Staff have undergone training on the SEND Code of Practice 2015

## **Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if necessary. In the case of unresolved complaint, the LEA may be involved.

Reviewed **1.11.2022**

