

**Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (updated May 2015) says children have a learning difficulty 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 difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
- b) 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

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

**Definition of special educational provision**

For children aged two or more, 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 or maintained nursery schools.

**We believe that all children have the right to a broad and balanced curriculum, to make progress appropriate to their ability and to achieve their full potential. All children are valued as learners irrespective of their ability. We recognise that there are some children who have additional needs which may mean that they need extra or different provision to enable them to access the curriculum and achieve their potential.**

**Special Educational Needs Co-ordinator (SENCO)**

The SENCO is Sally Briddon. She is the point of contact for support teachers and agencies outside the school. These agencies are used when a statutory assessment of a child's needs requires specialist input or when advice is needed. The SENCO is responsible for co-ordinating provision, liaising with and advising teachers, managing teaching assistants, liaising with parents (in conjunction with class teachers), organising the in-service training of staff and liaising with external agencies. The SENCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy.

If you need to speak to the SENCO you can telephone the school on 01246 273534 and asked for a message to be passed on. Emails should be sent to [info@highfieldhall.derbyshire.sch.uk](mailto:info@highfieldhall.derbyshire.sch.uk) and these will be forwarded to the SENCO.

At Highfield Hall the SENCO has overall responsibility for children with additional needs throughout the school but the day to day responsibility for their learning and well being lies with the class teacher. We expect that all members of the school community, including the children, will learn and understand that different children have different needs and that every child must be valued; in this way Highfield Hall will achieve its aim of being an inclusive school.

**Provision**

Provision at Highfield Hall for children with SEN is characterised by

- early identification and continued intervention
- involvement of parents
- good communication
- the acceptance of the key role of class teachers at all stages
- the positive value placed on children with SEN
- the commitment to a high level of specialist advice and provision

All staff are aware of their responsibilities towards pupils with SEN; whether or not pupils have additional EYSIF (the Early Years SEN inclusion fund) or Grips (Graduated Response for Individual Pupil) funding, or an Education,

Health and Care Plan,(EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Specific staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEN.

### **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

### **Early Identification**

In order to maximise the effectiveness of any SEN provision, the school is committed to early identification. The information gathering process to assist this begins with our initial meeting with parents prior to admission and the base-line assessment on entry into Nursery.

Subsequent information comes from:

- class teacher discussions
- discussion with parents
- information from day to day teacher assessments
- assessment information from tests and SATs
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services
- observations of and discussions with children

There are four areas of need as stated in the SEND Code of Practice, 2015. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

The SENCO maintains a register of pupils who have additional needs or identified Special Educational Needs. This register is reviewed termly.

### **Involving Parents**

Concerns are discussed with parents as a matter of priority about any concern felt by the school, particularly where we feel a referral to an outside agency may be required. We recognise that this will always be a difficult conversation and will strive to maintain a positive approach to give confidence to both parent and child. Parents are invited to three yearly meetings to be involved in their child's One Page Profile, and discuss progress towards targets.

Parents will always be informed when their child is added to the SEN register.

### **Involving Pupils**

We recognise that under the Code of Practice all pupils have the right to be involved in making decisions and exercising choice. Pupils on the SEN register are involved in developing their One Page Profile at their level, and are involved in three yearly meetings with their teacher and parents.

### **Curriculum access and provision**

In order to meet the learning needs of all pupils, teachers differentiate work as a matter of course. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having additional or special educational needs, the school provides for these additional needs in a variety of ways.

The range of provision may include:

- in class support for small groups from a Teaching Assistant
- small group withdrawal with TA

- individual class support / individual withdrawal
- further differentiation of resources
- specific intervention work
- provision of alternative learning materials/ special equipment
- staff development/training to undertake more effective strategies

Children identified as having Special Educational Needs will have a One Page Profile, which sets short term targets which closely match their needs.

For pupils with EYSIF, GRIPS funding or an Education Health and Care Plan, provision will meet the recommendations on the plan.

### **The Graduated Response**

The school adopts as policy the graduated response as outlined in the Code of Practice.

The first step involves a teacher raising the concerns with the SENCO or their line manager. The pupil's progress will be closely monitored. If it is thought that interventions that are additional to or different from the school's differentiated curriculum are needed then increased provision will be agreed, this may mean involving parents and outside agencies to consider further assessment of the child's needs. Parental consent is sought before any external agencies are involved. SEN support intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil still makes little or no progress in specific areas over a long period. The class teacher will remain responsible for planning and delivering individualised programmes.

Our graduated response is evidenced in our whole school provision map which all teachers and TAs have had opportunity to add to.

Teachers meet at the end of each school year to pass on relevant information about children with special needs who are transferring classes. The role of the SENCO is vital in ensuring the continuity of appropriate provision.

As a child with SEN transfers to a new school, transfer meetings will be held. Documents and information are always passed on to the receiving school. Links with our Community Secondary Schools are well developed to ensure smooth transition from KS2 to KS3.

### **Resources and Training**

The SENCO is responsible for identifying spending priorities identifying relevant courses, new initiatives and appropriate resources. Any member of staff may request specific SEN training and these requests will be addressed in line with the school's development plan.

### **The Governors**

Stuart Yeowatt is the nominated governor with particular responsibility for Special Educational Needs. The Governors should:

- do their best to secure that the necessary provision is made for any pupil with SEN
- ensure that teachers are aware of the importance of identifying and providing for pupils with SEN
- ensure that SEN pupils join in the activities of the school whenever possible
- ensure that in line with the school's Admissions Policy pupils with additional needs are given priority for places at the school as appropriate
- ensure that the Governing Body addresses any access arrangements or reasonable adjustments that may be necessary for a pupil with additional needs
- ensure that as part of the regular review of standards the Governors consider the achievement of children with additional needs
- ensure that any complaint by parents relating to their child's additional needs is dealt with appropriately
- ensure that governors' duties are fulfilled

### **Success Criteria**

Successful SEND provision is characterised by

- positive views of children with SEND evidenced by teachers, parents and children
- progress made by children with SEND

- positive feedback from parents about provision
- increased evidence of children with SEND having a positive view of themselves as learners
- screening procedures leading to early identification and intervention
- increased levels of staff knowledge and expertise in areas of SEND, particularly specific learning difficulties (e.g. dyslexia, dyspraxia, autism etc)
- governors' representative being well-informed

This policy will be adhered to with all children. We are aware that sometimes children who have child protection issues and other vulnerable children may exhibit behaviour which is out of character. This may cause them to bully others or may lead to them being bullied. We are also aware that some children may find adhering to our expectations of acceptable behaviour harder than others, particularly when they have additional needs; nevertheless we believe that the same rules should be applied to all.

It is crucially important that it is applied across the whole school and enforced by all staff. This policy should be read with others which relate to the management of children, including the Child Protection Policy, the Safeguarding policy and the Restraint Policy.

**Policy review**

The policy will be reviewed annually against the stated success criteria by the SENCO and SEN Governor.

**September 2022**  
**Next review: Autumn 2023**

## Appendix One

### Statutory Assessment and Education Health and Care Plans

#### Request for a Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- records from past interventions
- current and past Action Plans
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- National Curriculum assessments
- other relevant assessments from specialists such as support teachers and educational psychologists
- the views of parents
- where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- any other involvement by professionals

#### Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- matched to the longer-term objectives set in the EHCP
- of shorter term
- established through parental/pupil consultation
- set out in an Action Plan
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified

#### Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite people as appropriate.

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the EHCP
- review the provision made to meet the pupil's need as identified in the EHCP
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease,
- continue, or amend it
- if appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.