

# **HIGHNAM C. OF E. PRIMARY ACADEMY**



## **SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY**

# HIGHNAM C OF E PRIMARY ACADEMY

## A Policy for Special Educational Needs and Disabilities

### INTRODUCTION

Highnam C of E Primary Academy values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove the barriers to learning and increase physical and curricular access to all. All children with SEND (Special Educational Needs and/or Disabilities) are valued, respected and equal members of the school.

As such, provision for pupils with SEND is a matter for the school as a whole; as all teachers are teachers of pupils with SEND. The governing body, Headteacher, SENDCo and all other members of staff have important responsibilities.

Highnam Primary Academy serves the village of Highnam, which sits on the outskirts of Gloucester. Up to a third of our parents from outside the catchment area choose to send their pupils to this school. The area has low general deprivation and low numbers of pupils eligible for free school meals and pupil premium.

### POLICY PRINCIPLES

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with SEND, receive a curriculum relevant to their needs and abilities whilst still fulfilling the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs, using the Graduated Pathway
- providing an appropriate learning environment for all children
- early consultation with teachers and where necessary actively involving them in implementing My Plans (or other support, discussed below)
- enabling parents to take a supportive role in their child's learning
- establishing an 'SEND register' and record keeping system
- providing a differentiated curriculum, where necessary
- providing training for the SENDCo, class teachers and teaching assistants, and opportunities for dissemination of information related to SEND.
- having regard for the legislation, SEND Code of Practice

## **OBJECTIVES**

- All teachers to provide Quality First Teaching.
- Ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- Enable all pupils, including those with SEND to maximise their achievements.
- Ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- Ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and National Curriculum, as appropriate.
- Work in partnership with parents, to enable them to make an active contribution to the education of their child.
- Take the views and wishes of the child into account when planning for provision (initially with the 'My Profile.'

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

It is the role of the governing body to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disability/ies.
- Ensure that, where the 'responsible person' i.e. Class Teacher/ SENDCo informs the Headteacher or the appropriate governor that a pupil has SEND and that those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Ensure that, whenever is reasonably practical and compatible with a child's situation, all SEND pupils are involved fully in the activities of the school.
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties toward all pupils with SEND.
- Ensure that parents are notified of a decision made by the school that SEND provision is being made for their child.

### **The Headteacher**

The Headteacher (Mr S. Dean) has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. He will keep the Governing Body informed and work closely with the school's SEND co-ordinator (Miss A. Thomas.)

## **The SENDCo**

The SEND Co-ordinator (SENDCo), in collaboration with the Headteacher and the Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and the co-ordination of the provision made for children with SEND, particularly through My Plan and My Plan+, and works closely with staff, parents and carers, and other agencies. The SENDCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND.

The SENDCo, with support from the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

## **The Teaching and Non-Teaching Staff**

All teaching and non-teaching staff are involved in the implementation of the school's SEND policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.

## **ADMISSION ARRANGEMENTS**

The Headteacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. The school acknowledges in full, its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

## **SPECIALISED PROVISION**

The school has toilet facilities for disabled people in both the main building and the homelodge. There is access to all areas in and out of school via a portable ramp or fixed structures (dropped kerbs, tarmac.) The office is suitably equipped to serve as a basic medical room. Doors are wide enough for wheelchair access.

The Governing Body fully embraces the principles of inclusion, equality and diversity and supports the Disability Discrimination Act. They regularly review the premises to ensure they are appropriate to meet the needs of all pupils (see Access Audit Report).

## **TRANSFER ARRANGEMENTS**

Liaison with the SENDCo from receiving schools takes place in the summer term prior to transition. Records, reports and Local Authority documentation accompany children entering and leaving school.

## **ALLOCATION OF RESOURCES**

The FMS (Financial Management System) scheme provides the school with a notional allocation of funds for each child with SEND. This information is presented to Governors when the annual LA budget allocation is known.

The LA currently funds the support for children with a Statement of more than 10 hours.

Governors, in consultation with the Headteacher, SENDCo and Special Needs Teacher, review annually the resources that are made available for children with special needs. The special needs requirements are measured against the number of children at each stage on the Code of Practice.

## **IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW**

An initial concern about a child can be raised by a parent, teacher or outside agency at any time. Other relevant resources include:

- **Pre-school**  
EYFS Profile  
Medical reports  
Transfer records  
Liaison with parents/playgroup/nursery
- **Reception**  
EYFS Profile  
PIPs Baseline
- **Year One**  
Progress against the objectives set in the National Curriculum  
Year One Intervention Screening
- **Year Two and beyond**  
SATs  
Progress against the objectives set in the National Curriculum  
Classroom observation  
Standardised screening or assessment tools  
Early Identification toolkits/ County SEND identification resources

There are four areas of special educational needs and provision:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

The Gloucestershire Intervention Guidance follows the **ASSESS – PLAN – DO – REVIEW** cycle which encourages a graduated approach involving increasingly focused support, frequent reviews and the introduction of more specialist expertise in successive cycles in order to match interventions to children’s specific educational needs. The guidance includes information about:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imed) targets and expected outcomes, and a review date will be made.
4. **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.

## **Equal Opportunities**

At Highnam Academy, we aim to provide equal opportunities for all pupils, as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of their:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

## **Every Child Matters**

The school adopts a policy to ensure that every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

## **SEND Funding**

The school receives funding to respond to the needs of pupils with SEND from a number of sources, which include:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit (AWPU). This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certain amount of funding to meet their educational needs.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

## **ROLES / INTERVENTION**

### **Role of the SENDCO**

The SENDCO is Miss A.Thomas, who is responsible for co-ordinating the SEND provision with the school. The SENDCO is responsible for:

- Liaising with staff.
- The management of the provision for pupils with SEND support on all stages of the Graduated Pathway.
- Overseeing the records of all pupils with SEND.
- Liaising with external agencies and parents.
- Contributing to in-service training of staff.
- Keeping the Headteacher updated.
- Communicating with the SEND support staff.
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +
- Contributing to the writing, delivering and reviewing of EHCPs.
- Oversee the day to day operation of the school's SEND policy.

### **Role of SENDCO Governor**

The SENDCO Governor is Mrs R. Orchard.

The SENDCO Governor is responsible for:

- Whole school SEND development, meeting regularly with the SENDCO
- Monitoring and developing policy

### **Role of Headteacher**

The Headteacher is responsible for:

- Including provision
- Works closely with SENDCO and SLT (Mr S. Dean and Miss L. Coldrick)
- Keeps the governing body fully informed of SEND issues
- Pastoral care for all pupils (PSP – Pastoral Support Plan)

Although the Headteacher retains ultimate responsibility, many responsibilities are delegated to the SENDCO and the teaching staff.

## Role of Class Teachers

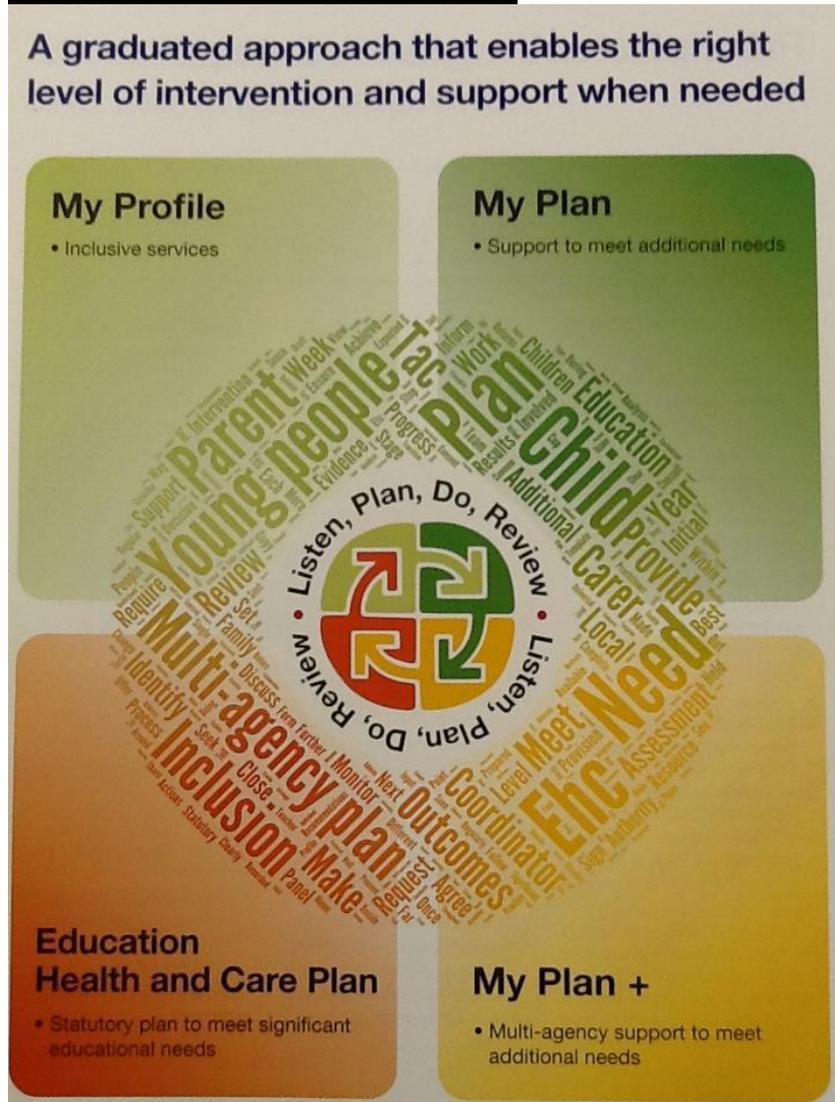
Class teachers are responsible for:

- Initial identification
- Communicating with the SENDCo and SEND support staff
- Differentiating work to enable access
- Be responsible for meeting the Special Educational Needs for all children in their class
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +

Contact details can be found on the school website.

When it is deemed that a child is not making adequate progress the class teacher and SENDCo will register a concern and collect relevant information about the child. The class teacher will consult the child's parents, act upon the concern, and work closely with the child in the classroom context. The SENDCo will ensure the child is included in the SEND Register, has the appropriate level of support, and will co-ordinate, monitor and regularly review arrangements.

## Graduated Pathway for Support



## **My Profile**

Every child in the school from Reception to Year 6 completed an age-appropriate 'My Profile' which outlines their favourite things, what they enjoy, what helps them to learn/ not to learn etc. support is given to children in KS2 who cannot complete this independently and in KS2, children complete the profile with an adult. The My profile informs the Teacher's planning to ensure the children's interests are included in their learning.

## **My Plan**

If a child has received additional support through interventions etc., they may be placed on the SEND register. When a class teacher/ SENDCo identifies a child with SEND (using the Universal Checklist of needs/ provision) and places him/her on the SEND Register, the class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum (My Plan). To help inform the decision on the nature of the additional help that might be needed by the child through *My Plan*, the class teacher and SENDCo will collect all available information about the child.

My Plans include:

- Child's needs/ targets
- Expected outcomes
- Resources needed/ strategies needed to assist progress/ learning, including: intervention programme
- Time frames for completing targets set.
- People involved
- Date to be reviewed
- Pupil Voice

As a result of the My Plan discussion with parent/s, helpful hints for home can be decided.

My Plans are reviewed at least twice a year (depends thoroughly on the number and complexity of targets on the plan) and parents are consulted as part of the review process. The child will be part of the review process and be involved in setting and reviewing the targets.

## **My Plan +**

If it is necessary to request help from external services this is usually a decision taken by the SENDCo, in consultation with colleagues, Headteacher and the child's parents. This stage is *My Plan +*. The triggers for *My Plan +* could be that, despite receiving an individualised programme and/or concentrated support under My Plan, the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum steps substantially below that expected of children of a similar age
- Continues to have difficulty in developing English and Maths skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning or that of the class, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has an on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

## **Statutory Assessment**

When a child demonstrates significant cause for concern, the school will make a request to the LA for a statutory assessment. The Education, Health and Care Plan (EHCP) is a statutory plan to meet significant educational needs. The following written evidence and information will be provided by the school:

- The school's action through *My Plan* and *My Plan +*
- Individual Action Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum steps of progress
- Attainment in English and mathematics
- Educational and other assessments
- Views of the parents and of the child
- Involvement of other professionals

## **Graduated Pathway (explained above)**

A graduated approach enables the right level of intervention and support, when required. This pathway follows the listen, plan, do review approach and includes the following services:

- My profile
- My Plan (Pupil Passport)
- My Plan +
- EHCP

## **ACCESS TO THE CURRICULUM**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for most of the week with their peers in mainstream classes by class teachers; they study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice and support from the SEND teacher and the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this, the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks, in order to determine how practice could be improved.

## **ACCESS TO THE WIDER CURRICULUM**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include French, choir, dance, drama, recorder, athletics, cricket, cross-country, football, netball, hockey, tag-rugby and rounders; as well as a variety of peripatetic instrumental lessons. Pupils with SEND are actively encouraged to join in and benefit from these activities. The participation of pupils with SEND in these activities is carefully monitored.

## **MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEND**

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The following methods are used to gather data for analysis:

- Regular observation of teaching by the SLT and subject co-ordinators
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rate in respect of Pupil Progress targets
- Scrutiny of teachers' planning and pupils' work
- The views of parents and pupils
- Regular monitoring by the SEND governor and members of the governors' curriculum committee
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time
- Regular meetings between the SENDCO, the SEND teacher and class teachers and learning support workers.

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

## **ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS**

We aim to develop relationships with the parents of our pupils that are built on trust and mutual understanding. Through good communication and the sharing of information we hope to promote consultation rather than confrontation. If any parents have a complaint about the provision made for their child with special educational needs they should discuss the matter with the Headteacher. If, after further explanation and clarification, they continue to be unhappy with the provision they must consult the school governor responsible for SEND. Where differences cannot be resolved, either the parents or the school can then consider requesting access to the local statutory SEND disagreement process.

## **ARRANGEMENTS FOR IN-SERVICE TRAINING**

The Governors will ensure that there is budgetary provision to enable the SENDCO and the Teaching Assistants to attend conferences, training sessions and area SEND meetings. In addition to this, the SENDCO will provide in-house training for the teaching staff and TAs.

## **LINKS WITH OTHER SCHOOLS, TEACHERS AND POLICIES**

All records, reports and LA documentation will accompany an SEND child transferring to another school. The SENDCo will discuss the needs of and Year 6 pupils with SEND with the SENDCos at the relevant secondary schools.

Additional support and advice will be requested from external agencies when it is deemed necessary.

The SENDCo works with a cluster of SENDCos from local schools. Information and training is disseminated and creates an opportunity to create links, share practice and keep updated with new developments. External agencies such as Educational Psychologists and Advisory Teacher Service representatives usually attend the meetings, which enables networking and training.

### **The Role Played by Parents of Pupils with SEND**

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered 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 education provision.

### **Safeguarding**

Highnam C of E Primary Academy has a Safeguarding Policy which aims to protect every child in its care by ensuring that everyone in the school, teachers, non-teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk.

### **Links with other school policies**

- Supporting Pupils with Medicine Policy
- Privacy Notice - Data Protection Act 1998
- Safeguarding Children Policy
- Teaching and Learning Policy
- Confidentiality Policy
- Equal opportunities

## **Monitoring and Review**

The policy is reviewed by the SENDCo, working in consultation with staff and the governor with responsibility for Special needs.

The policy will be reviewed as shown on the School Improvement Plan. Subject Coordinators will monitor provision of differentiated tasks for children on the SEND register when monitoring their subject. The SENDCo will support in providing suitably differentiated work.

This policy was created by the Gloucester SENDCo Cluster during November 2014 (Updated by Amy Thomas – November 2018).

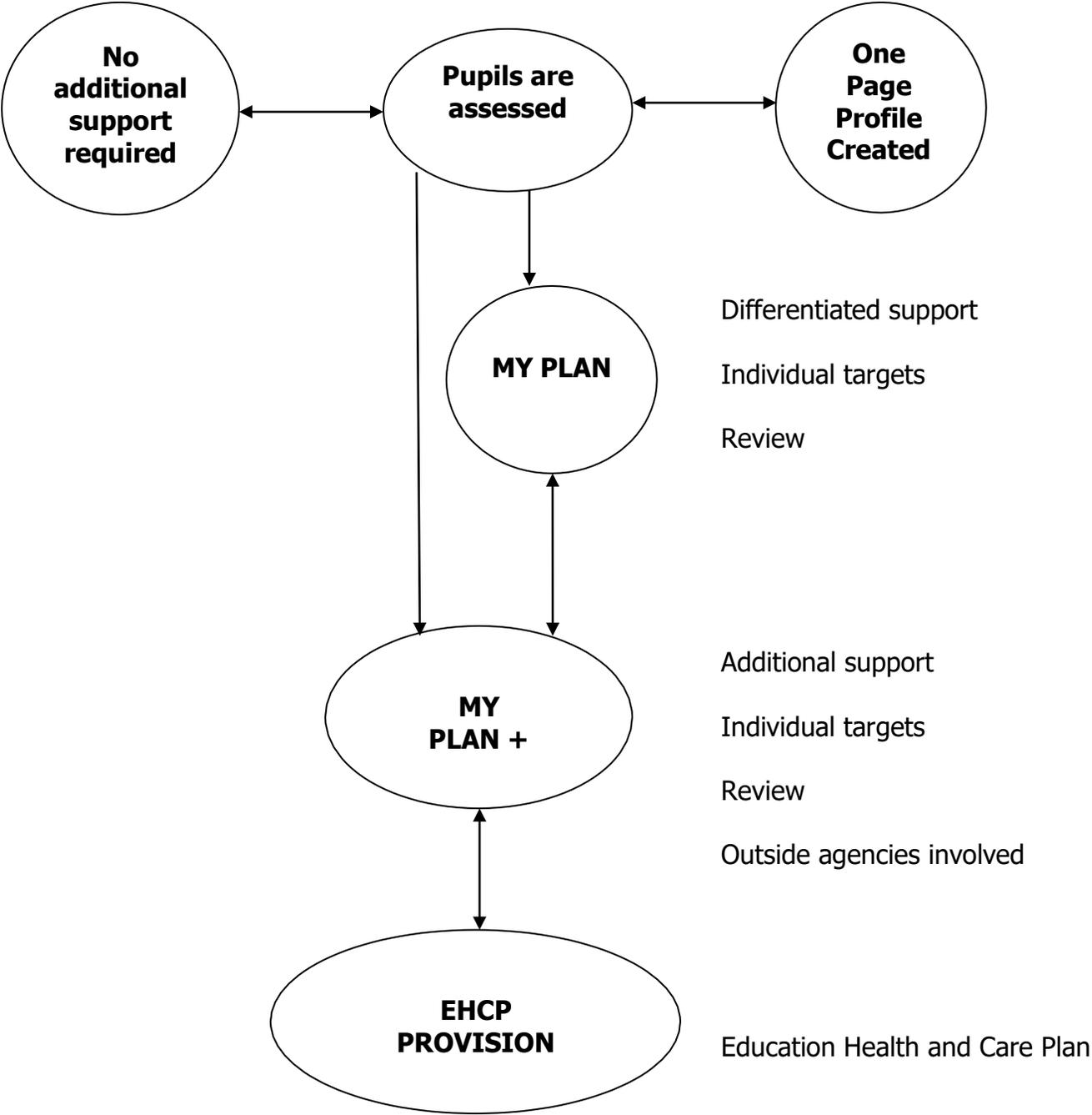
It was formally adopted by Full Governing Body on in December 2014. The Governing Body reviews this policy and considers any amendments in light of the annual review findings. It was developed in consultation with the SENDCo cluster, school staff and governors.

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the SENDCo, working closely with the Headteacher.

# **APPENDICES**

- I. An Overview of the SEND Process
- II. My Plan (reduced size version) + Review document
- III. Timetable of the Assessment and Statement Process

# THE SEND PROCESS



This process follows guidance provided in the Code of Practice 2014 outlined in the graduated pathway.

# MY PLAN

## My Plan Guidance Notes

Child/Young Person's Name:	Date of Birth:	Parent/Carer/Young Person's Signature:	Date of Signature:
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer/Young person consent to share this My Plan: YES/NO
	<u>My Outcomes</u>	<u>Actions</u>	<u>Resources</u>
			<u>Review</u>
			choose an item.
Reason for IUIYPLAN: Please include brief <u>information</u> about the child/young person's strengths & difficulties and the impact on their life.			
What has already <u>been tried</u> in order to support child/young person.			
Has a <u>MY PROFILE</u> (or similar) been completed for all children/young people named in this plan? YES/NO			
Name of Lead Practitioner:	Date of Completion:	Date of Review:	

Guidance Notes - Underlined text indicates that Guidance Notes are available, hover the mouse over the Underlined words to view the notes.  
 NB: Please ignore the 'arldick' tag below 'feature d'JSJO'ed at the bottom of the Guidance Note pop-up

## My Plan Review

Name:	Date of Birth:	Date of Review:
Present at the Review:		
<u>My Outcomes</u>	Date Outcome was set	Actions agreed to achieve outcome
		<u>Has the outcome been met?</u> (Yes/No/Partially)
		<u>What is working and not working</u>
Add other additional information/comments:		

## Recommendations of the Review

In line with the Early Help graduated approach does the child/young person:	Yes/No	Date
1. I require no additional support		Close date Click here to enter a date.
2. can be met at My Plan level - set new outcomes and amend plan if needed		Date of final review Click here to enter a date.
3. need to move to My Assessment and My Plan level		Date of next review Click here to enter a date.
4. require a request for an EHC needs assessment as evidenced in this review (Please refer to the Checklist, making a request for EHC Needs Assessment)		Date request submitted Click here to enter a date.

## Consent

Has Parent/Carer/Young Person given consent to share this information?	Yes/No
Has Parent/Carer/Young Person given consent to attach an electronic copy of this review to child details held by the LA?	Yes/No

# ASSESSMENTS AND EDUCATION, HEALTH AND CARE PLAN TIME LIMIT

