



## **HIGH HESKET SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

### **1. Introduction**

- 1.1 The school policy on special educational needs and disability (SEND) reflects the consensus of opinion of all the teaching staff and has the full agreement of the governors.
- 1.2 The implementation of this policy is the responsibility of the governing body and all the staff of the school.

### **2. The Nature of Special Educational Needs**

- 2.1 A child has special educational needs if he or she has a learning difficulty which calls for special educational provision.
- 2.2 A child has a learning difficulty if he or she:
  - has a significantly greater difficulty in learning than the majority of children of the same age
  - has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LA
- 2.3 Children's progress may also be affected by social and emotional or mental health needs. These are addressed within the concept of SEND used in this policy.
- 2.4 Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.
- 2.5 Many children will experience some form of special educational need at some time. For some, these needs will persist throughout their time in school, while for others they will be temporary. For the vast majority, such needs will be met by school, perhaps with outside help. A small number of children may have special needs of such severity and complexity that the LA will need to determine and arrange provision.

### **3. Aims**

- 3.1 The aim of our policy for special educational needs is to secure for all children deemed to have such needs, appropriate educational provision which encourages them to achieve their full potential, both as learners and as members of our school and the wider community.

#### **4. Entitlement**

- 4.1 Children's entitlement in respect to SEND is regulated by the following relevant legislation and regulations

0-25 SEND Code of Practice (January 2015 updated April 2020)

Children and Families Act 2014

Equality Act 2010

SEN (Personal Budgets) Regulations 2014

SEND Regulations 2014

Reasonable adjustments for disabled pupils 2015

Education Act 2011

Statutory Guidance 'Supporting pupils at school with medical conditions' (December 2015 updated August 2017)

#### **5. Implementation**

- 5.1 The school has a SEND co-ordinator and a governor with particular responsibility for SEND.
- 5.2 The headteacher will be the "responsible person" within the meaning of the 2011 Education Act.
- 5.3 There are no special admission arrangements for children with SEND. The LA's normal admission policy applies.
- 5.4 All children have a common entitlement to a broad, balanced and inclusive curriculum. Every effort is made to ensure that children with special educational needs have access to such a curriculum.
- 5.5 The school supports the integration into the mainstream of children with SEND, subject to the effective education of other children in school, with the aim of ensuring maximum access to the full curriculum for all children.
- 5.6 In meeting the needs of children with learning difficulties we are aware of the support those children need, above the routine level of caring, to sustain their own self image and self confidence.
- 5.7 All children in school are expected to share the responsibility for their own learning. When appropriate, children with SEND will be asked for their own perception of any needs and how they feel they might be addressed. In the Early Years children will be included in their SEN Support Plans and from Year One this will then be known as the Individual Education Plan (IEP).
- 5.8 Parents have a vital role to play in supporting their child's education. At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.
- 5.9 The Schools' Complaints procedures are set out in the school prospectus.

- 5.10 Chapter 11 of the 0-25 SEND Code of Practice outlines that parents can request the services of an independent disagreement resolution.
- 5.11 We recognise that children are individuals with their own learning needs. Experiences to meet those needs, appropriately differentiated, are offered.
- 5.12 All of our pupils have a right to equal opportunities in education, irrespective of their social background, ethnic origin, gender, ability or any other characteristics.
- 5.13 The school recognises that high ability and exceptionally gifted children have their own ‘special needs’ and every effort is made to meet them.
- 5.14 The school recognises that teachers’ planning should consider the spectrum of needs present in their classes. For most pupils, extra help will be provided within the classroom, managed by the class or subject teacher. Where it involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum.
- 5.15 Even though there is disabled access into and around school, there remain some areas that do not provide free-flowing access. These areas will be developed and adjusted to coincide with any planned premises modifications. The Accessibility plan has further details regarding access to and around the building.
- 5.16 We have a disabled toilet and shower in school.
- 5.17 The school policy on recording incorporates a system of record keeping and monitoring of progress appropriate for pupils with special educational needs and/or disability.
- 5.18 Running like a thread through the whole policy is the need for a whole school approach. This is essential, both in respect to all members of staff contributing to the policy and to the consistent implementation of it.
- 5.19 The school recognises the importance of the early identification of special educational needs and makes every effort to take appropriate action as soon as possible.
- 5.20 The 0-25 SEND Code of Practice states that the key test for action is whether the child is making adequate progress. A graduated approach to assessment and special educational provision is suggested by the 0-25 SEND Code of Practice and is designated as SEN support. The Code recommends identifying needs at the earliest point. Four broad areas of need give an overview of the range of needs that should be planned for which are Communication and interaction, Cognition and learning, Social, emotional and mental health needs and Sensory and/or physical needs. Decisions about which actions are appropriate for which pupils must be made on an individual basis:
- by a careful assessment of the pupils’ needs and
  - the pupils’ need for different approaches to learning and
  - the school and classroom context

**Early Years SEND support:**

- When early education practitioners who work day-to-day with the children or the SENCO identify that a child has SEN(D).

- Together they provide interventions that are **additional to or different from** those provided as part of the setting's usual curriculum offer and strategies.
- A SEN Support Plan will usually be devised.

### **When an Early Help Assessment is made**

- The early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists.
- Alternative interventions **additional to or different from** strategies to those provided for the child through Early Years SEND Support are put in place.
- A SEN Support Plan will usually be devised.

### **Key Stages 1 and 2 SEND support:**

When a class teacher identifies that a pupil has SEN(D) – the class teacher devises interventions **additional to or different from** those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – an Individual Education Plan will usually be devised. The child will also have access to a Positive Support Plan and/or Fatigue Management Plan if they need one. In year 6 children with SEND will complete a one-page profile with the support of teachers and parents/guardians. This will promote pupil voice, in particular to prepare the child for secondary school transition.
- SENCO could take the lead in:
  1. planning future interventions for the child in discussion with colleagues
  2. monitoring and reviewing the provision

### **When a SEND Early Help Assessment is made:**

- SENCO and class teacher, in consultation with parents, ask for help from external services.
- Class teacher and SENCO are provided with advice or support from outside specialists.
- Additional or different strategies or interventions are put in place – the Individual Education Plan will usually be reviewed and a new one put in place.
- SENCO should take the lead in:
  1. any further assessment of the child
  2. planning future interventions for the child with colleagues
  3. monitoring and reviewing the action taken

5.21 The LA considers the need for an Education, Health and Care Plan and, if appropriate, plans and arranges, monitors and reviews provision. The school works closely with all of the LAs Pupil and School Support units when identifying, assessing and making provision for pupils with special needs.

5.22 The LA SEND Education Health and Care Co-ordinator for High Hesket is Allison Goodwin. E-mail contact details are [allison.goodwin@cumbria.gov.uk](mailto:allison.goodwin@cumbria.gov.uk).

5.23 Special educational provision may include any of the following:

- differentiated support by class teacher
- use of particular materials such as Read Write Inc. tutoring and the BLANK Language Level scheme etc
- support in class by additional teacher or other helper
- withdrawal for intervention within a small group
- individual tuition
- advice and support from outside agencies, such a specialist advisory teacher, educational psychologist
- specific home – school collaboration
- enhanced pastoral support
- any other specific provision which may be deemed appropriate

5.24 SEN Support Plans and Individual Education Plans are compiled with regard to the advice in the SEND Toolkit.

5.25 A review meeting for a child with an Education Health and Care Plan will involve the child (where appropriate), parents, class teacher, SEN(D) coordinator, Headteacher and outside agencies, as appropriate, and consider the following matters:

- progress made by the child
- effectiveness of the plan in terms of the outcomes sought for the child
- contribution made by parents at home
- updated information and advice
- future action(s)
- the voice of the child

5.26 The SEND coordinator (Miss Jenny Blenkharn) is responsible for:

- the day to day operation of the school's SEND policy
- liaising with and advising fellow teachers
- coordinating the provision for children with SEND
- maintaining the school's SEND register and overseeing the records of all children with SEND
- liaising with staff to write SEN Support Plans and Individual Education Plans
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies

5.27 The governing body has a nominated governor to take a particular interest in the way the school meets the needs of children with special educational needs. The SEND Governor is Gillian Dixon. The role of the governor is as follows:

- to be fully involved in developing and monitoring the school's SEND policy
- to be up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- to ensure that SEND provision is an integral part of the school development plan
- to contribute towards the monitoring of SEND provision

- to periodically, but at least annually, report back to governors on matters arising from these responsibilities

5.28 The “responsible person” nominated by the governing body (the Head teacher):

- is the person who must be notified by the LA that a pupil at the school has special educational needs
- must then ensure that all those who teach the child know about his/her special educational needs
- should endorse any request from the school for the statutory assessment of a pupil

5.29 Funding for pupils with an Education, Health and Care Plan is tied by statute to those pupils and will be spent in full in order to help the school meet their individual needs as described in their statement. The Education Act also makes provision regarding Direct Payments for children with SEND subject to a learning difficulties assessment.

5.30 Every teacher in school works with children with SEND and the school recognises the value of in-service training in SEND and staff undertake such training as appropriate.

5.31 The school will maintain an appropriate range of materials to meet the needs of children with SEN(D).

## **6. Assessment**

6.1 School based assessment will involve a range of approaches, including any of the following, as appropriate:

- teacher judgements based on a child’s work and behaviour in class
- discussion with parents
- Foundation Stage Profiling
- appropriate reading, spelling and maths assessments
- National Curriculum teacher assessments
- SATs results (including statutory and optional tests)
- any other appropriate tests or diagnostic tools such as PIVATS

6.2 School based assessments will be augmented by advice from outside agencies such as SATS and County Psychological Service. The 0-25 SEND Code of Practice states that the child should be referred on for assessment at the earliest point if there is evidence that the school has tried but their efforts have not worked.

## **7. Continued special arrangements to be considered incase of COVID outbreak**

- Reviews, Team Around the Family meetings (TAF) and EHCP Annual Reviews may still be conducted virtually. If a face to face meeting is organised it will be held in the hall - a large, well ventilated room.
- Should there be a case for a child to work from home, the school will ensure:
  - Work will be set by class teachers. It will take in to account the needs of the pupil in their class and will follow a well-sequenced curriculum so that knowledge and skills are built

incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Frequent contact with families via telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP.
- External agencies will become involved if necessary following the usual graduated response process detailed above.

## **8. Background Documentation**

This policy was compiled with reference to the 0-25 SEND Code of Practice (January 2015), Children and Families Act 2014, Equality Act 2010 Part 6 Education Chapter 1 Schools 84-89) but Disability Equality Duty in the DDA 2005 continues to apply, namely Public Sector Equality Duty in the DDA 2005 continues to apply, namely Public Sector Equality Duty section 149 of Equality Act 5 Apr 2011 with specific duties in force 10 Sept 2011), SEN (Personal Budgets) Regulations 2014, SEND Regulations 2014, Reasonable adjustments for disabled pupils 2015, Education Act 1996, Statutory Guidance 'Supporting pupils at school with medical conditions.' And LA SEND documentation for referring pupils for SEN support/statutory assessment.

## **9. Review**

This policy will be reviewed annually in accordance with the SEND Code of Practice (current Code January 2015).

Reviewed by staff and Governors at meeting 12<sup>th</sup> October 2022

Signed

