

# High Heskett Church of England Primary School

## Special Educational Needs Policy

*At High Heskett CE School we prepare our children for the exciting world around them by ensuring that they are ready for “life in all its fullness” (John 10:10). Our community places outdoor learning at the centre and enables children to feel confident, happy, safe and supported whilst encouraging respect for all others. Through our curriculum we foster creativity, kindness and friendship in order to allow all children to flourish and grow.*

### 1. Introduction

At High Heskett CE Primary School, we are committed to inclusion. We ensure that all pupils have equal opportunities and access to all aspects of school life including learning and extracurricular activities so they can achieve to the best of their ability and be happy. We understand that to meet individual needs practice may look different for different pupils.

We provide a broad and balanced curriculum for all children that is adapted to meet individual needs and abilities. At any time during their school life, a child may have a Special Educational Need (SEN) that presents a barrier to learning. This policy ensures that necessary measures are put in place to enable all pupils to progress and achieve to their full potential.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Not all children with a disability will have special educational needs.

According to the 2015 Special Educational Needs and Disability (SEND) Code of Practice, a child is regarded as having SEN if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age.

### 2. Legislation and Guidance

This policy and our separate SEN Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

### 3. Aims and Objectives

Our SEN policy and separate SEN Information Report aim to:

- Ensure that the special educational needs of children are identified, assessed and provided for as early as possible
- Set out how our school will support and make provision for pupils with SEN
- Explain the roles and responsibilities of everyone involved in providing for all pupils with SEN
- Support a school environment that meets the special educational needs of each child
- Ensure all children have equal access to a broad, balanced and adaptive curriculum and can be fully involved in their learning
- Promote children's self-esteem and emotional well-being
- Ensure parents are kept fully informed and are engaged in effective communication about their child's SEN
- Promote effective working partnerships with the Local Authority and other outside agencies, where appropriate, to support children's individual needs.

### 4. Roles and Responsibilities

The provision for pupils with special educational needs is the responsibility of **all** members of staff at High Hesket CE Primary School. All leaders are leaders of SEND, all teachers are teachers of SEND and all governors are governors of SEND.

#### 4.1. The Headteacher, Mrs Amy Harvey

- Works with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability.

**4.2.** The Special Educational Needs Co-ordinator (SENCo) is Miss Jenny Blenkharn. The SENCo has responsibility for the day to day operation of the SEN policy and meets throughout the year with the Headteacher and SEN governor to review the provision for pupils with SEN.

The key responsibilities of the SENCo are to:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs (Education, Health & Care Plans);
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEN support;
- Oversee the records of all children with SEN, ensuring that they are kept up to date;
- Make referrals to, and be the point of contact for, external agencies and support services where appropriate;
- Work with the Headteacher, SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Oversee the arrangement of timetables for pupils and support staff;
- Organise and manage annual reviews of children with Education, Health and Care plans (EHCPs);

- Liaise with KS2 and KS3 to ensure a smooth transition process for children with SEND.

**4.3.** The **class teacher** has the primary responsibility for the provision of support for children with SEN within their class.

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Identifying children within their class who are experiencing difficulty with their learning and who may have SEN;
- Developing Pupil Passports for pupils with SEN, with the support of the SENCo and/or any specialist teachers involved as necessary;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision;
- Liaising with parents regarding the progress of their children and to identify possible barriers to learning.

**4.4.** The SEN governor, Mrs Gillian Dixon, will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

## **5. Educational Inclusion and Access to the Curriculum**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. As such Quality First Teaching is our first step in responding to pupils who have SEN. Quality First Teaching is high quality, inclusive teaching for all pupils in class.

We make the following adaptations to ensure all pupil's needs are met:

- Adapting our curriculum to allow access for all pupils and ensuring learning opportunities are progressive for pupils from their individual starting points;
- Adjusting our resources and staffing;
- Considering suggested strategies from external specialists and referring to strategies on individual plans where appropriate so all pupils can participate fully and safely in learning;
- Using learning aids where appropriate for example laptops, coloured paper, visual timetables, chew toys etc.
- Personalising quality first teaching approaches e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

Where possible we do not withdraw students from the classroom, this reflects our inclusive ethos and ensures all pupils can share the same learning experiences as their peers. However, there may be times where pupils receive small group or 1:1 support outside of the classroom for limited time periods to complete focused intervention work in line with their identified learning needs. The SENCo will liaise with subject coordinators and class teachers to ensure that curriculum planning is accessible to all children and additional resources are available to support learning where necessary.

## 6. Identifying pupils with SEN and assessing their needs

**6.1.** The progress made by pupils at High Hesket School is monitored and reviewed regularly through assessments (this includes teacher assessment and more specific assessments). This feeds into our termly Pupil Progress Tracking Report and/or Pupil Progress meetings.

This process may identify that a pupils' progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

**6.2.** If there are concerns regarding a pupil's progress additional short-term interventions and/or strategies will be put in place and monitored.

**6.3.** If there continues to be concerns in relation to progress following the additional short-term interventions and/or strategies the pupil will be carefully monitored through a 'Monitoring Log' and/or 'Simplified Pupil Passport'. The SENCo will work with staff to assess whether the pupil has SEN. This process may include classroom observations, liaising with parents and/or guardians and consulting with outside agencies.

**6.4.** Where there are concerns surrounding a pupil's behaviour, there will be careful consideration and investigation carried out to determine if there is an underlying special educational need. A Positive Behaviour Support Plan may be put in place. Persistent disruptive or withdrawn behaviour will not be assumed to be a special educational need.

**6.5.** If it is decided that a pupil requires 'additional to' or 'different from' support, they will be placed on the SEN register at SEN Support level. In line with the SEND Code of Practice, we will then follow a graduated 'assess, plan, do, review' approach.

**6.6.** As is stated within the 2015 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', the needs of a child or young person with SEN will fall into one or more of the following four areas:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Physical and Sensory.

**6.7.** Once a pupil's area/s of need have been identified, a Pupil Passport will be drawn up. This document will include the views of the pupil and their parents. We will work together with pupils and their parents to decide on specific, short term targets and will identify the additional provision that is to be put in place to support progress towards these.

**6.8.** It is the class teacher's responsibility to draw up the Pupil Passport and for ensuring that all interested parties (pupil, parents, support staff) are involved in the process, being aware of the targets and the importance of their role in ensuring that progress can be made. The SENCo will be consulted as necessary during this process.

- 6.9.** All Pupil Passports will be reviewed and outcomes recorded at the end of each term. The passports will be used in class as a working document and targets may be adjusted mid review cycle to reflect progress made. All review outcomes will be recorded to inform the next cycle. Parents/carers and pupils will be invited to take part in the review and target setting process.
- 6.10.** If a pupil is making insufficient progress despite support at SEN Support level, the SENCo may seek further advice from appropriate external specialists by completing an Early Help Assessment. The SENCO will keep parents/carers and pupils fully involved and informed about any proposed referrals or interventions. If sufficient progress is made, support from external specialists may later be withdrawn.
- 6.11.** If a child no longer requires support that is in addition to or different from our adapted Quality First Teaching approach, they will be removed from the SEN register.
- 6.12.** The special educational needs of most children will be met through the process highlighted above. For children with significant or complex SEN, a Statutory Assessment may be requested. This is carried out by the Local Authority and following this, an EHCP may be put in place.
- 6.13.** Some children with very specific needs may also qualify for non-statutory funding from the Local Authority (e.g. toileting programmes.) This funding will be sought by the SENCo as appropriate.
- 6.14.** In addition to the on-going review of progress and specific support through Pupil Passport targets, pupils with an EHCP will have an Annual EHCP Review Meeting. This will be attended by parents, school staff and any external specialists involved in supporting the child's needs. A report containing recommendations from the review meeting will be submitted to the Local Authority, and a decision will be taken as to whether to maintain, amend or cease the EHCP, using the procedures described in Section 9 of the SEND Code of Practice.

## **7. Allocation of Resources**

- 7.1.** The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with EHCP's.
- 7.2.** The Headteacher reviews the allocation of funding across school making adaptations where appropriate
- 7.3.** The effectiveness of the resources for Special educational needs is monitored as part of school self-evaluation

## **8. Expertise and Training of Staff**

- 8.1.** The SENCo, in conjunction with the Headteacher provides training through the INSET programme and also through regular staff meetings throughout the year to ensure all staff are fully informed of relevant SEN issues/updates and procedures within school.

## **9. Evaluating the impact of SEN provision**

We evaluate the impact of our provision by:

- Reviewing pupils' individual progress towards their Pupil Passport targets;

- Using SEN Assessment systems e.g. PIVATs to monitor small steps of progress for pupils working significantly below age related expectations;
- Holding Annual Reviews for pupils with EHCP's and seeking the views of pupils and parents through this process;
- Holding termly parents' meetings for Pupil Passport reviews.

## 10. Partnership with parents

- 10.1.** Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in case of any concern or difficulty. Parents will be informed by school staff as soon as possible if any concerns have been identified. They will be invited to come into school to talk about the needs of their child. Parents will be informed if their child is placed on the SEN register.
- 10.2.** The school provides information about the Cumbria Local Offer and Cumbria SEND Information, Advice and Support Service to parents of pupils with special educational needs or disabilities.
- 10.3.** At all stages of the SEN process, High Hesket School keeps parents fully informed and involved. New and reviewed Pupil Passports are discussed with parents as part of the target setting process. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

## 11. Transition procedures and links with other schools

- 11.1.** Transition programmes are put in place where necessary to support children with SEN, primarily when moving from key stage 1 or to key stage 3. Transition programmes may also be put in place to support children with transitions within High Hesket School as necessary, for example from one-year group to the next.
- 11.2.** These activities predominately take place in the summer term.
- 11.3.** For pupils who transfer to High Hesket School from other schools, discussions are held between key staff at both schools. A transition meeting will be planned for those pupils with EHCP's to ensure that appropriate individual support and resources can be put in place before the pupil starts at our school.
- 11.4.** The SENCo liaises with the SENCo of all relevant Secondary Schools to ensure that effective arrangements are in place to support our Year 6 pupils at the time of transfer. For pupils with significant or specific SEN additional transition activities may be planned. These will be arranged in discussions with the pupil, their parents and Secondary School staff

## 12. Specialist provision and links with other agencies

- 12.1.** The school works closely with a range of external specialists when identifying, assessing and making provision for special needs pupils.
- 12.2.** The named Local Authority EHCP Key Workers for our school are as follows:
- Allison Goodwin for Westmorland and Furness Council;
  - Stuart Peacock for Cumberland Council.

### 13. Complaints Procedure

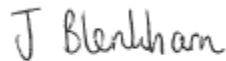
13.1. The school's complaint procedure can be found on the school website, or is available from the school office.

13.2. Parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request.

### 14. Monitoring the school's Special Educational Needs Policy

This policy and information report will be reviewed by Jenny Blenkham, SENCo, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Signed:



Date:

April 2023

Review date:

April 2024