

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, perhaps in the order of 20%, 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)

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

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 Learning Journeys and from Year One this will then be known as the Individual Education Plan.
- 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 (January 2015) 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 take into account 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 which is initially recorded in a Case Study

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 Learning Journey 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 Learning Journey 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. 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 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, makes a plan 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.

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. interventions and the BLANK Language Level scheme etc
- support in class by additional teacher or other helper
- withdrawal for intervention to 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 Learning Journeys 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 Blenkarn) 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 Learning Journeys 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 Emma Massey. 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 2011 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 For the school's approach to assessment please refer to the **Policy on Assessment**.
- 6.2 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
- 6.3 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. Special arrangements in relation to COVID

Following the guidelines provided by the government special arrangements in relation to COVID have been implemented:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

- Children will be taught in year group 'bubbles'.
Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Children will have access to all provisions as normal;
 - Activities linked to the outcomes on their Education Health Care Plans.
 - Visual supports such as visual timetables, working memory boards, now and next cards or task cards.
 - Coloured overlays, ear defenders and sensory boxes.
 - Technology where appropriate, such as laptops and iPads.
 - Access to activities and resources to support emotional well-being, such as social or emotional stories.

- online provisions, such as Numbots, Times table Rockstars, Spelling Shed and Maths Shed
- Interventions will take place within bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- Children will have access to Positive Supports Plans should they need one.
- Reviews, team around the family meetings and EHCP annual reviews will be conducted via email, telephone or virtually where possible. If a face to face meeting is required this will be at the head teacher's discretion and by appointment only. The meeting will be held in the hall - a large, well ventilated room.
- Outside agencies will begin providing interventions within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene. Risk Assessments will be sought before any specialist teacher enters the building.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children 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 pupils in their classes 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 2nd October 2020.

Chair of Governors Signed