



Special Educational Needs Policy 2022-23



ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

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Introduction

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEN policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEN, we have regard to the Special Educational Needs Code of Practice 2015.

Principles

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEN have a unique perspective on their own needs and should be central to all decision-making processes about their support.

Aims

- To ensure that we take a person centred approach and consider the views of the child when planning and evaluating their SEN provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEN engage in all the activities of the school alongside pupils who do not have SEN.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition of special educational needs (SEN)

A child or young person has SEN if they 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Inclusion Policy.

Identification and assessment of pupils with special educational needs

The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- 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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of need. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, making reasonable adjustments/adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the Class Leader (Teacher) will work with the SENCO to assess whether the child has SEN. The Class

Leader and Learning Leader, supported by the SENCO will gather information from the child and their family. Discussions will be held with the child and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. This is recorded on an Inclusion Support Plan which includes the 'Assess-Plan- Do- Review' cycle. The plan is reviewed termly with a focus on impact and next steps. The child's stage of support will also be recorded on an Inclusion Map.

We continue to monitor progress closely and evaluate the effectiveness of the intervention through our provision mapping process.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Class Leaders are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEN and who access support from Learning Coaches (Teaching and learning Assistants) or specialist staff.

SEN Support

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess-plan-do-review' as recommended in the SEN Code of Practice. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Additional support is provision mapped. Children selected for the AFA programme have an AFA support plan which identifies the key intervention, agreed strategies and targets to closely monitor progress. Progress is reviewed regularly as part of the agreed assessment calendar. Consultation meetings for children with SEN can be longer than the regular consultation meetings. These reviews should involve the child, the carers and professionals that support the child. If a Learning

Coach supports the child the Class Leader will gather information from the Learning Coach to bring to the review meeting to inform any decisions about provision.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

How Highlands Primary School adapts the curriculum and learning environment for pupils with SEN

It is the responsibility of teachers to make reasonable adjustments through the appropriate adaptations to the curriculum and learning environment to enable pupils with SEN to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the pupils with SEN in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed. E.g. the S.E.a.T.S.S team (Specialist Education and Training Support Service) who offer training advice and support linked to the following areas of need:

Team 1 - Autism/Social Communication/Social Emotional Mental Health

Team 2 – General learning difficulties (GLD), including medical syndromes, Language and Communication needs

Team 3 – Physical and complex needs, Specific literacy difficulties (SPLD)

Team 4 – Sensory needs (including Vision and hearing)

Additional support for learning available to pupils with SEN

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Interventions available include: Systematic phonics, Reading support, Writing support (spelling, handwriting or composition) and Maths support.

Phonics support is differentiated and delivered systematically throughout EYFS and KS1. All children are assessed regularly and phonics support can continue in KS2 where needed. Regular phonics assessments and screening of children who are new to the school form part of the assessment for specific difficulties. Children who are experiencing significant and ongoing difficulties with print are supported through ongoing phonics, development of sight and spelling vocabulary and

reading support in addition to high quality English teaching and a range of classroom strategies.

Some interventions are delivered by trained Learning Coaches under the direction of the Class Leader and/or the SENCO. Other interventions are delivered by Class Leaders.

A Speech and Language Therapist visits the school on a regular basis and works closely with school staff to ensure we address the needs of our pupils with speech, language and communication needs identified on their EHCPs. The Speech and Language Therapist reviews the progress of the children, undertakes assessments, observes the children in class and in their language interventions. She discusses the children with the Class Leader and parent/carers. She updates programmes and provides termly and pre-referral advice when an EHCP is being considered. Learning Coaches deliver the language programmes for the children with EHCPs under the direction of the Speech and Language Therapist. Children on the whole school case load are not supported in school by the Speech and Language Therapist. Class Leaders will follow any advice received for these children.

Some pupils are supported in class for part of the school day by a Learning Coach, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the Class Leader and the Class Leader remains responsible for their progress. The Learning Coaches understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. Children with attachment difficulties are supported in our Nurture group.

Specialist provision, equipment and facilities

We have level access to our school nursery and to some parts of the main school, disabled toilets with hand rails on the ground floor. Most classrooms have blinds or curtains to reduce glare.

If a child needs specialist equipment due to physical or medical needs individual adaptations will be made where possible. The SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, SERC.

How Highlands Primary School evaluates the effectiveness of its provision for pupils with SEN

Intervention programmes are provision mapped. Every year group has a provision map which is reviewed termly. The provision map details time-limited interventions and the progress of children on the provision map is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the children's needs or we will plan a different type of support.

The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

How Highlands Primary School assesses and reviews the progress of pupils with SEN

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil progress meetings are held termly, attended by the Class leader and Learning Leader and supported by the SENCO, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of pupils with SEN in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Inclusion Support Plan. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process. Children with SEN including those with an EHCP are assessed in accordance with the school's assessment calendar. Children working below national curriculum levels are assessed using Pre Key Stages or the Engagement Model.

Admissions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria. If a child has an EHCP, the LA SEN team will consult the school. The school will then need to respond stating whether or not they will be able to meet the child's needs. The SEN team will then make the decision regarding placement

Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

Governing Body

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that Class Leaders in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEN policy annually and to report annually on the allocation of available resources and the success of the policy in meeting children's needs.
- to appoint a member of the Governing Body to have special responsibility for SEN within the school who will meet regularly with the SENCO and conduct visits to the school on a planned programme

The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEN
- to keep the governing body fully informed
- to work closely with the school's SENCO
- to seek out and share best practice with the LA and other schools

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Mrs Taylor. She is in school full time. Her key responsibilities include:

- to work in collaboration with the Headteacher, Inclusion Team, school governors and staff to develop a clear strategic direction for SEN
- to oversee the day-to-day operation of the school's SEN policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEN
- to work in partnership with parents/carers of pupils with SEN to develop and review effective support for their child

- to work with Class Leaders to monitor the effectiveness of interventions and the progress made by pupils with SEN
- to liaise with the relevant Designated Teacher where a looked after pupil has SEN
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEN in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEN are maintained and kept up to date
- to support and advise Class Leaders about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of Learning Coaches, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEN

Class Leaders (Class Teachers)

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from Learning Coaches and Specialist Teachers
- to work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEN

Learning Coaches (Teaching and Learning Assistants)

- to support pupils with their learning under the direction of the Class Leader and/or the SENCO, implementing strategies recommended by the Class Leader, SENCO or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the Class Leader and/or the SENCO on the progress of the pupils with whom they work to inform planning and reviews.

Arrangements for training and staff development

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding in the delegated budget each year that it may use to meet identified needs. Particular support is given to ECTs (Early Career Teachers) and other new members of staff. Learning Coaches receive in house training weekly to enable them to meet the needs of the children they teach.

Arrangements for partnership with parents

As an Achievement for All school we recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEN provision.

A child's Class Leader will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the Class Leader.

Parents of any pupil identified with SEN may contact the Parents in Partnership Service of Redbridge for independent support and advice.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our pupils with SEN to express their views.

Storing and managing information

See Highlands Primary School's Data Protection Policy.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Highlands Primary School has good links with local special schools through the outreach services.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The SENCO works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- S.E.a.T.S.S (Specialist Education and Training Support Service)
- SERC (Special Education Resource Centre)
- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services

Complaints procedures

The schools' complaint procedures are set out in the school prospectus. Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Highlands Primary School's Local Offer

Further information on Highlands Primary School's arrangements for supporting pupils with SEN can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEN services available within Redbridge and neighbouring boroughs.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2015

Equality Act 2010

Education Act 2011

Related school policies

Equality Policy

Accessibility Plan

Health and Safety Policy

Medicines in School Policy

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