

*“Together we can achieve more”*

# Highfield Primary School



## **Special Educational Needs Policy 2021**

Highfield Primary School's Special Educational Needs Policy has been drawn up to reflect the following documents:

- The Special Educational Needs Code of Practice June 2014 (updated 1<sup>st</sup> May 2015)
- Every Child Matters - the Government's Green Paper 2000
- Help Children Achieve More.
- The Special Educational Needs and Disability Act (SENDA 2001).
- The Special Educational Needs and Inclusion Guidance Handbook from the LEA.
- The need to meet the requirements of the National Curriculum.

This policy needs to be read in conjunction with the school's other policies *(In particular - Dali Policy and Dali Pathways appendices. Looked After and Post looked After Policy.)*

### **RACE AND EQUAL OPPORTUNITIES STATEMENT**

**At Highfield Primary we celebrate the richness and diversity of all our pupils:**

- All pupils at Highfield Primary School are valued equally.
- We promote a high standard of behaviour in our school community and the core values of respect, co-operation and kindness are followed by all members of the school community and are essential to successful teaching and learning.
- We celebrate our multilingual and multi faith society seeking at all times to promote a positive image regardless of race, class, faith, ability, disability, age, gender or sexual orientation.

### **AIMS AND OBJECTIVES**

- It is our aim at Highfield Primary School to ensure access and progress within an inclusive, broad and balanced curriculum for all our children so that each child can achieve their full potential.
- We aim to work in close partnership with parents/carers and outside agencies to facilitate access to the curriculum for all.
- We aim to differentiate work in our planning and delivery to allow every child access to the curriculum ensuring each child has the satisfaction of achievement and, as far as they are able, have their views taken into account.
- We aim to make the best use of our resources to support delivery of the curriculum and to ensure that children with special educational needs are socially integrated and supported.

## DEFINITIONS

Under the SEN Code of Practice 2015 (updated 2015) children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty under the Special Educational Needs Code of Practice s1:8 if they:

- (a) have a significantly greater difficulty in learning than the majority of children the same age; or
- (b) have a disability which prevents them or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post - 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Principles underpinning the Code of Practice (page 19 point 1.2)

There are designed principles for support:

- Involvement of children and parents in decision making.
- Identification of children's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over the support.
- Successful preparation for adulthood including independent living and employment.

Statutory rights:

- Involving children, parents and young people in decision making.
- Parents and children are actively supported in contributing to needs assessments and developing and reviewing Education, Health and Care (EHC) plans.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

(b) for children under two, educational provision of any kind.

**Children may have special educational needs in at least one of four areas and many will have inter-related needs. These areas identified by the SEN Code of Practice 2015 at s6:3 are:**

1. Communication and interaction. (C.I)
2. Cognition and learning. (C.L)
3. Social, mental and emotional health. (S.E.M.H)
4. Sensory and/or physical. (S.P)

### **RESPONSIBILITY FOR SPECIAL EDUCATIONAL NEEDS AT HIGHFIELD PRIMARY**

Provision for pupils with SEN is a matter for the whole school and all staff and those involved in the school share this responsibility.

- The Governing Body has a legal responsibility with the Headteacher to ensure provision is made for children with special educational needs and to maintain a general oversight of the school's special educational needs work. To enable closer monitoring our Governing Body has appointed a Special Needs Governor. The SEN Governor, Di Wren regularly meets with the Special Educational Needs Co-ordinator, Cathy Togher. The Governing Body are kept up to date with current SEN matters through the SEN Governor, the Curriculum Committee and termly reports from the SENCo and Headteacher.
- The Headteacher has the overall legal responsibility for the management of all aspects of the school's work including Special Needs and to inform the Governors of this.
- The Headteacher and Deputy Headteacher's work closely with the school's Special Educational Needs Co-ordinator (SENCo). The responsibilities of the SENCo in the primary setting are described as:
  - (a) 6.87 determining the strategic development of the school's SEN Policy
  - (b) 6.88 co-ordinating specific provision for children with special educational needs
  - (c) 6.89 provide professional guidance to colleagues and work closely with staff, parents and other agencies
  - (d) developing and evaluating new SEN materials and strategies.
- The primary responsibility to meet the needs of children with SEN remains with each Class Teacher just as they meet the needs of all the children in their class. Teaching Assistants provide direct support to children under the direction of the class teacher. Teachers will plan an appropriately differentiated curriculum for those children with

special educational needs and will write Child Support Plans and hold reviews in consultation with pupils and parents.

- All Staff in the School have responsibilities for pupils with a special educational need.

### **PARTNERSHIP WITH PARENTS/CARERS**

**Highfield Primary is committed to working in partnership with parents/carers.** We recognise that the relationship between parents/carers, the pupil and the school is fundamental to ensuring the progress of all our children. We understand that parents/carers are our pupils first teachers and have a unique knowledge and understanding of them.

### **PUPIL PARTICIPATION**

Highfield Primary recognises that pupils should participate in decision making about their learning and whenever possible their views will be sought about their interests, strengths and the setting of learning targets.

### **ARRANGEMENTS FOR CO-ORDINATING THE EDUCATIONAL PROVISION FOR SPECIAL NEEDS**

**The Special Educational Needs Code of Practice sets out a four part cycle to SEN: Assess, Plan, Do, Review (6.45-6.56).**

Assess - Will form a clear analysis of pupil's needs.

Plan - Parent notified and their concerns noted and discussed.

Teacher, SENCo, parent, pupil adjustments and support put in place.

Do - Plan, assess impact of support.

Review

- Review
- Changes in support
- Clear information re: impact of support.

### **HOW SPECIAL EDUCATIONAL NEEDS ARE IDENTIFIED AT HIGHFIELD PRIMARY**

**On Admission/Assess:**

\* The Nursery team visit all pupils prior to admission in the school's local area. During this visit parents have the opportunity to raise any concerns they may have about their child.

\* The SENCO and EYFS Phase Leader work closely with Health Visitors and other professionals to identify children with SEN being admitted to our Nursery and Reception classes.

\* Enfield SEN Services and the Educational Psychology Service inform the school of any children known to them who have special needs. Equally the SENCo will aim to visit new children joining nursery/reception, attend transition meetings and make contact with parents. The SENCo makes transition books and will invite new families to meet class teaching staff and visit the classroom prior to starting school.

Priority admission to Nursery and Reception can be given if:

- a) They have an appropriate Educational Health Care Plan.
- b) There is professional evidence of a child's needs.

All children are welcome at Highfield Primary whatever their needs. At present admission to the school is open to all children who are physically able to cope with the constraints of the building. The Nursery and KS1 school buildings are at ground floor level and the school would be able to place classes on ground floor level in other year groups to cater for any additional needs. Ramps provide wheelchair access to the school. Under the SEN and Disability Act 2001 the school is conscious of its duty to make the environment and curriculum as accessible as possible and has a Health and Safety Officer and Governor who regularly check to ensure all pupils have safe access to our school.

- Any child entering Highfield from another school with SEN already recognised is put onto the school's SEN Register and the SENCo has the responsibility to ensure that the school makes suitable SEN arrangements for that child. The SENCo will pass on current SEN records when a child leaves Highfield to attend another primary or at secondary transfer. In some cases a Year 6 review meeting is held with the new secondary SENCo.
- The assessment process should always be fourfold. It should focus on the child's learning characteristics, the learning environment that the school is providing, the task and the teaching style. See the SEN Code of Practice (6:45 - 6:56).
- As part of the school's on-going monitoring and assessment policy all children's progress is monitored closely. Class teachers have a responsibility to identify any child who may have SEN and to discuss this with parents and the child's Phase Leader and SENCo and initiating a Child Support Plan.

- Early assessment starts with the Starting School booklet which parents complete with the Early Years team. Baseline Assessments are used in Reception to help inform us of children needing extra support on admission.
- A speaking and listening checklist may be used to identify pupils who need to be referred to the Speech and Language Service. We also have a part time Speech Therapist who works closely with the SENCo to observe, assess and provide support for school and families.
- In EYFS each child is tracked termly within the seven curriculum areas.
- In KS1 and 2 every child's progress in National Curriculum subjects is tracked at least termly.
- Children are tested with SATs at the end of Key Stage 2 in Year 6.
- Our More Able Leader tracks the progress of those pupils who are able and talented and supports staff in offering an appropriately differentiated curriculum. The school has a Gifted and Talented Policy.

#### Plan

The SENCo, in liaison with the parents school Educational Psychologist, and school Speech Therapist discuss whether a child's SEN needs would benefit from an Educational Health Care Plan (EHCP). All professionals involved with the child complete an initial report and the SENCo completes and submits the LEA's SEN panel referral paperwork. The Local Education Authority's SEN Panel consider the need for an **Educational Health Care Plan** and if appropriate make a multi-disciplinary assessment.

The LEA consider the need for an **Educational Health Care Plan** and arrange, monitor and review the provision. The Educational Health Care Plan describes the child's particular needs, the provision to be provided and the objectives all are working towards. The specific targets and strategies to achieve them are drawn up as an Action Plan. **Only a small minority of children will have needs severe enough to progress to an Educational Health Care Plan.**

**Provision-** The school has resourced a class room for children that need extra support individually or in small groups.

#### **ASSESSMENT AND REVIEW PROCESS**

In line with the revised Code of Practice 2015 the SEN support will take the form of a four part cycle. A graduated response encompasses an array of strategies and recognises there is a

continuum of special educational needs. At Highfield we will make full use of all available classroom and school resources before calling on outside agencies.

- A Child Support Plan sets targets to support the pupil's area of special educational need which are reviewed and evaluated twice a year.
- Parents will be fully involved in any decision to progress to School SEN Support. No actions to involve outside agencies will be taken without formal parental consent.
- Reviews of Child Support Plans are held twice a year. When practical and appropriate each review should involve the child, their parents, the school staff and any outside agencies working with the child.
- Parents will automatically be invited to the Annual Review of an EHC plan meetings held for each child who has a plan. Annual Review of the EHC plan meetings will include not only the child (where appropriate) and parents with school staff but also any external professionals involved. If a child is in Year 6 then a representative from the school the child is transferring to will be invited. Less formal termly reviews will be held to monitor progress under the Action Plan.
- At School Support after at least two reviews decisions can be taken regarding the child's progress:
  - Children can remain on the same stage - ie their needs remain the same. They can revert to wave one classroom and intervention support or come off the Register if their needs have been successfully met. They may have needs which meet the criteria of the next stage.
- The SENCo, in liaison with the parents, school Educational Psychologist, and Speech Therapist discuss whether a child's SEN needs would benefit from an Educational Health Care Plan (EHCP). All professionals involved with the child complete an initial report and the SENCo completes and submits the LA's SEN panel referral paperwork. The Local Education Authority's SEN Panel consider the need for an **Educational Health Care Plan** and if appropriate make a multi-disciplinary assessment.

The LEA consider the need for an **Educational Health Care Plan** and arrange, monitor and review the provision. The Educational Health Care Plan describes the child's particular needs, the provision to be provided and the objectives all are working towards. The specific targets and strategies to achieve them are drawn up as an Action Plan.

- **Only a small minority of children will have needs severe enough to progress to an Educational Health Care Plan.**



## **RESOURCES**

Each class has a SEN box containing a large variety of resources to support all pupils in the classroom. In the EY's each class has an SEN sensory bag, wobble cushions and resources to support a variety of needs. The SENCo will advise staff on the manner and duration of using these resources with pupils who may need additional support within the classroom.

Some children who have been identified as School SEN Support will have additional support within the classroom from a SEN teaching assistant who may support individual or targeted groups of pupils. If a child is identified as needing further support they may attend Dali class for a morning session. This classroom has a smaller amount of pupils (6-8) and is staffed by specialist SEN teaching assistants and overviewed by the SENCo. These pupils may also have some afternoon support from a SEN teaching assistant within their own classroom.

Dali class - at different times, runs a range of additional provision for some afternoon sessions. These sessions may take the form of bespoke one to one work, group work or outside therapists running a session eg 'Lego Therapy'. There is also a Dali lunchtime club for pupils who can find social situations stressful. The club allows them to play in a calm, quiet, supportive environment with a high adult to child ratio.

## **HIGHFIELD PRIMARY SEN PROVISION MAP**

Throughout the school NNEBs and TAs are supporting the children in class and with small group work. Class teachers are supporting all children with appropriately differentiated work and by setting children in both mixed and same level ability groups.

At Highfield Primary our Provision Map will be annually updated.

The school through the SENCo also accesses and allocates other resources or provision for children with SEN.

- Advice from and the involvement of the Educational Psychology Service. Our Educational Psychologist works with the SENCo and other staff to assess the needs of children at School SEN support. Whole school training is available.
- Advice and support from specialist teachers or advisors eg from the Hearing Impaired or Visually Impaired Services, Speech and Language

Therapists, Russet House (Autistic Spectrum Disorders), West Lea (physical needs advice via SEN Panel request) and CAMHS.

- The advice and involvement of any other agencies dealing with a specific child eg Social Care, Education Welfare, Health Services etc..
- There is targeted support available for some children at School SEN support from the Behaviour Support Service.

### **SUPPORTING EMOTIONAL WELL-BEING**

Supporting emotional wellbeing is paramount. The Covid pandemic has highlighted how significant school is in providing routine, stability and key relationships. We do not just track academic achievements, we also look very closely at the children's wellbeing, track their wellbeing scores to consider matching support to meet the children's changing emotional needs.

Since January 2018 Highfield became a Place2Be school with a therapist providing support for emotional well-being throughout the school. Place2Be provides one to one support for identified children, small group work and family/staff counselling. Place2Be also includes Place2talk which is a pupil self-nomination service and a yellow Place2Be box and slips can be found outside the head teachers office.

From 2020 Highfield has been part of the Enfield trailblazer project (this is also known as MYME). This CAMHS based services has been established to support emotional wellbeing in schools. The team counsellors provide family therapy to help individuals and also provide intervention support in school called Brain Buddies, this focuses on emotional regulation (targeted at upper Ks2 children).

The school considers effective liaison with all external agencies to be essential in order to successfully help children with SEN. The school therefore tries to develop and maintain such links. The school arranges Team Around the Family with these agencies and will set up when necessary more frequent meetings to deal with a specific child or issue.

The SENCO holds a variety of information packs and checklists to which all staff can access and contribute. The SENCO also keeps

useful information and telephone numbers for parents and carers on the services offered by the LA and individual associations. The Governors will report annually on the allocation of SEN resources in their Annual Report to Parents and evaluate their effect on pupil outcomes in the same document.

### **CONTINUING PROFESSIONAL DEVELOPMENT**

Highfield Primary buys into the LA SEN Training Package including SENJIT membership. The SENCo regularly attends LA and Co-ordinator training. Information is passed to colleagues through staff meetings and at regular review meetings. Our SENCo regularly delivers staff meetings. Subject Co-ordinators and Phase Leaders are aware of the needs of children with SEN and make provision for them in their planning, monitoring and assessment.

Staff receive on-going training from the LA, outside agencies and the SENCo to support their understanding and ability to deliver an appropriate curriculum for all our children. The school offers Wave 3 interventions - Tiger Teams in KS1 and speech and language groups for KS1 and KS2. Many Wave 2 interventions are provided by staff and a map of this provision is annually updated.

The school SENCo has completed the National Award for SEN Co-ordination, University of London - Institute of Education January 2016.

### **MEDICAL NEEDS**

The school has a Register of Medical Needs which is shared with staff. Care Plans are completed with the school nurse and school staff and families and these are displayed in relevant classrooms, welfare room, staffrooms and dining hall. Staff are offered annual training on the use of epipens and other medicines from the School Nurse and a central register of staff trained to administer an epi-pen is kept in the Welfare Room and with the SENCo.

Procedures are monitored to ensure implementation and that:

- (a) All reviews are held as described in the Policy
- (b) The SEN Register is updated termly
- (c) The school's SEF reflects the work of the SEN department
- (d) Clear, achievable targets are set on the Child Support Plan
- (e) The parents and pupils are involved as described in the Policy
- (f) The Provision Map is updated as necessary and reviewed annually as part of policy review.

The School monitors the performance of pupils with SEN:-

- By the success rate of pupils achieving their set targets and comparison with value -added for pupils from similar starting points in other schools.
- By using The Lancaster Grid revised P levels and National Curriculum levels to measure progress.

That Special Needs data is collected as part of the planned collection and analysis of data in the school generally. This would include information on:

- exclusion and disapplication from the National Curriculum.
- analysis of the Special Needs Register and Audit.

That statistics for SEN and evaluation of outcomes for pupils will be given to the Governors for inclusion is appropriate in the Governors' Annual Report to Parents.

### **COMPLAINTS**

We hope by involving parents and carers in the SEN process that any issues can be resolved within the school.

However, if the matter is not resolved then a complaint should be made to the Headteacher in the first instance and subsequently, if necessary to the Governing Body specifically to the named SEN Governor.

This policy was reviewed in 2.19. 3.21