

Special Education Needs and Disabilities Policy



Reviewed: July 2024
Next review: June 2026

Highwoods Special Educational Needs and Disability Policy

This policy reflects both the Special Educational Needs and Disability Code of Practice: 0 to 25 guidance and LA guidelines. It is written for the benefit of all members of the school community, to ensure that all are aware of our principles underlying identification and provision for pupils with special educational needs. This Policy should be read in conjunction with the Highwoods SEND information report which is available on the school website.

Our School's Beliefs and Values

In accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25, Highwoods Community Primary School are committed to improving the outcomes for all of our pupils with additional needs, ensuring that all children achieve their best and become confident individuals living fulfilling lives.

At Highwoods Community Primary School we aim to:

- Ensure that the special educational needs of children are identified, assessed and provided for,
- Develop the character, skills and knowledge of the child.
- Support the child so they are the best version of themselves.
- Create a nurturing school environment that meets the special educational needs of each pupil,
- Value and encourage the contribution of all children to the life of the school,
- Ensure that all children have access to a broad and balanced curriculum,
- Ensure that every child achieves success in their learning and achieves to the highest possible standard,
- Ensure pupils with SEND are included in the planning and decision making that affects them,
- Work in partnership with parents/carers when identifying needs and supporting the needs of children with SEND,
- Work closely with external support agencies, where appropriate, to support the needs of individual pupils,
- To work with Trustees to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To provide support, training and advice for all staff working with pupils with SEND and to support quality teaching and learning for all pupils.
- To ensure that the guidance provided in the 2014 SEND Code of Practice and SEND regulations 2014 are implemented effectively across the school.

Key Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo), Vicki Costanzo, is a qualified teacher and holds the National Award for Special Educational Needs Coordination (NASENCO) postgraduate qualification.

The SENCo is responsible for:

- the operation of the SEND policy,
- co-ordinating the provision for children with SEND,
- co-ordinating the graduated approach to providing SEN support, including the identification of pupils with SEND,
- conducting or arranging for diagnostic testing and detailed assessment of children who have or may have SEND,

- supporting teachers to implement strategies, set targets /outcomes and use available resources effectively, in order to meet the needs of pupils with SEND,
- advising and supporting LSA's working 1:1 with pupils with an Education, Health and Care Plan (EHCP)
- liaising with the head teacher, senior leadership team and SEND governor to discuss the strategic development of the special educational needs (SEN) policy and provision in school.
- liaising with parents of pupils with SEND,
- liaising with external agencies,
- liaising with nurseries and secondary schools to provide smooth transition between settings, for pupils with SEND,
- ensuring that all the records of pupils with SEND are kept up to date,
- communicating with the Governing Body to enable them to fulfil their monitoring role.

The SENCO liaises with other SENCOs within the local area, attending regular cluster network meetings.

The SEND Governor is Hannah Cooper and it is the statutory duty of the SEND Governor to ensure that the school follows its responsibilities to meet the needs of children with SEND by monitoring policy implementation and liaising between the SENCo and Governing Board.

The class teacher has the day-to day responsibility of planning, teaching and assessing all children in their class, including those with SEN.

Parent/carers have a responsibility to support the school by helping their child complete home learning tasks set by the class teacher, hearing their child read regularly and attending meetings to discuss the progress of their child.

Identifying Special Educational Needs and managing the needs of pupils on the SEND Register

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they have significantly greater difficulty learning than the majority of children of the same age. Children with a disability has special educational needs if they have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

The Code of Practice identifies four broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Assess

At Highwoods Community Primary School, we provide High Quality Teaching (HQT) and follow a continuous cycle of planning, teaching and assessing in order to identify, assess and review the needs of our pupils.

A child's needs may be identified through concerns raised by:

- Parents/carers
- Class teachers
- Tracking of attainment and progress
- Observations

- Changes in behaviour
- Assessments

Parents/Carers are informed if a child's progress gives cause for concern. This does not automatically mean that the child is placed on SEN support, frequently the concern can be addressed through ordinarily available provisions within high quality teaching practices or some parental support. These children may be considered to be *of Concern* and will be closely monitored through the school's usual assess, plan, do, review cycle.

The SENCO may complete additional assessments with the child.

Where appropriate referrals will be made by the SENCO to outside professionals or services for support or specialist assessments.

Plan:

When a child has been identified as having SEN, and support that is above and beyond that available to all pupils is required to make progress, a One Plan is written. A One Plan is a document that details the child's needs and the support/provisions in place to enable the pupil to make progress towards a set of personalised targets over a term.

If the child has involvement from outside professionals, their recommendations will feed into a child's One Plan.

Do:

The planned provision takes place. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs or specialist staff.

When allocating additional adult support to children, our focus is on the learning outcomes for the child, not on the number of hours an adult spends with a child. We aim to provide sufficient support to enable the pupil to achieve their challenging targets, but without developing a learned dependence on an adult.

The school is able to offer a range of interventions run by LSAs who have received specific training. We consider the barriers to learning for each individual pupil in order to select the most effective intervention.

Review:

The effectiveness of the provision and progress towards One Plan targets is reviewed at least once every term. Parents and carers are invited to a review meeting with their child's class teacher or SENCO to discuss their child's progress and next steps for support. Each term the child's views are gained and recorded, this provides a record of the pupil's interests, strengths and areas of difficulty. Pupils are encouraged to contribute their views towards the effectiveness of the provision they receive in school. Parent views are gained during each review meeting.

Where necessary, to meet the individual needs of the child and to provide the most positive school experiences to children that are experiencing significant challenges, we may consider adjustments to a child's timetable in order to provide the right support, in the right way at the right time.

Where pupils hours are reduced, the school will consider the Essex policy: Children missing in education due to a reduced education offer. The school will notify Essex of pupils who are on a reduced timetable through the Essex portal:

<https://schools.essex.gov.uk/admissions-and-attendance/education-access/provision-and-reduced-timetables>

Managing the needs of Pupils supported through SEN Support or EHC Plans

- The SENCO monitors planning and provision for pupils with SEND and supports teachers to differentiate and make adjustments for SEND pupils. Pupils with SEND are identified on lesson plans.
- The SLT monitor the quality and effectiveness of provision for all pupils including those with SEND through classroom observation, book monitoring and discussion.
- SEN support is primarily delivered by class teachers through differentiated teaching methods; LSAs run evidence based interventions throughout the school as required. This is funded from the school's annual budget. The support timetable is reviewed by the SENCo, and the Inclusion Manager, in line with current pupil needs.
- Support for pupils with an EHCP is funded through the school's annual budget with some additional funding provided by the local authority. This additional funding varies on an individual basis and is determined by the local authority.
- Parents/Carers, support staff, class teachers, the SENCo and if applicable, outside agencies liaise and share developments in order to inform reviews and forward planning.
- Parents are encouraged to be involved in supporting their child and to contribute to the plans and the chosen outcomes for their child.

Parents and carers are encouraged to read the schools SEND Information report available on the school website:

[SEND Information Report 2023-24](#)

Parents and carers are also encouraged to access the Essex Local Offer which provides information about local services and support for families.

<https://send.essex.gov.uk/>

Specialised Provision

Learning support assistants are involved in continuing professional development (CPD) to support the teaching and provision for children with SEN.

We have two THRIVE trained practitioners at Highwoods CP School, Ms Bennett and Mrs Hooker. They complete regular THRIVE CPD and deliver support to pupils that have been identified as having social, emotional or mental health needs.

We have a Play Therapist that works within the school that can provide episodes of therapy input to pupils with SEMH needs.

We are members of the Child First Trust and through the trust we are able to access 1:1 counselling services for our pupils in school and access to a Family Support Worker who is able to work with families.

A referral system is in place for access to Child First and Play therapy services, referrals are made with parental consent.. Once a referral has been accepted, episodes of care are allocated (9 sessions). The school works closely with wider agencies including Next Chapter and the Affinity Project to provide 1:1 therapeutic support.

Adaptations to the curriculum and the learning environment

The majority of Highwoods Primary School is a single level building (there is one working area upstairs) with wide corridors and a wheelchair accessible toilet. Our Accessibility Plan (2021-24) outlines targets which aim to further improve access.

High quality teaching and appropriate differentiation supports children with tendencies towards dyslexia, dyspraxia, attention and listening difficulties, autistic spectrum disorder etc. Strategies used to target these needs actually support all children. Teachers plan lessons suitable for pupils with differing needs. Visual, tactile and concrete resources are provided to support all learners.

The school recognises that pupils at school with medical conditions should be supported to have full access to the curriculum, wherever reasonably possible. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

A disability does not automatically mean that a pupil will be placed on the SEND register, unless their disability has an impact on their education. Highwoods complies with the legal obligations of the Equality act 2010 and where necessary make reasonable adjustments to ensure that pupils with a disability are not at a substantial disadvantage compared with their peers.

On occasions, staff at Highwoods are asked to complete documentation for parents to apply for disability living allowance for the child. Only in exceptional circumstances will a school complete these and it is for the school to have the discretion to decide if it will support an application.

At Highwoods we want all pupils with additional SEND needs to aspire to the highest standards of behaviour and thrive. This policy works in conjunction with our behaviour policy that recognises pupils might need some adaptations in school routines and provision, but that all pupils must be safe and are still expected to make appropriate choices.

Access to extra-curricular activities

All of our children have equal access to *before school, lunchtime and after school activities* which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our pupils. Class trips are part our curriculum and we aim to make these accessible for all children. Reasonable adjustments will be made to ensure accessibility. (See Accessibility Plan 2021-24)

Transition arrangements

We understand that it can be difficult for children as they move into a new class or a new school. In addition to the planned transition arrangements offered to all children, we can plan enhanced transition arrangements to meet individual needs. For transitions within the school, these usually take the form of additional visits to the new classroom, additional opportunities to meet the teacher/LSAs or a transition booklet with photographs of key people and places.

Transition to EYFS

The SENCo liaises with pre-school settings to meet children with AEN/SEND and plan personalised transition arrangements where appropriate.

Transition to Secondary School

For pupils with SEN moving to Year 7, the SENCo liaises with the named secondary school SENCo sharing details of the child's needs and current support. Additional transition arrangements may be made.

For pupils with an EHCP moving to Year 7, the SENCo invites the named secondary school SENCO/Class teacher to the final One Plan review of the year where transition, the child's needs and support are discussed.

Complaints

Wherever possible, the school works in partnership with parents to ensure a collaborative approach to meeting pupil's needs. If parents have a concern, they should in the first instance discuss this with the child's class or subject teacher. If the issue still cannot be resolved, parents should discuss their concern with the Head Teacher or member of the leadership team- this can include the SENCo. The school expects all parents to treat staff with respect- the school has a robust and detailed complaints policy that is on our website. This provides a clear pathway for parents to raise a grievance in the appropriate manner.

The Essex Local Offer

The Local Offer enables parents and carers to find out how to access the services that are available in their area. It details provision for children and young people from birth to 25 years, across education, health and social care. The Essex local offer is available online: <https://send.essex.gov.uk/>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring, non-judgemental attitude throughout the school.

Review Framework

This policy will be reviewed June 2026 or sooner in the event of revised legislation or guidance.

This Policy is effective from July 2024.