



Special Educational Needs and Disabilities Policy



This document is a statement of the aims, principles and strategies for Special Educational Needs and Disabilities (SEND) at Highfield Primary School.

The policy will be reviewed annually by the Pupil Support Governor Sub Committee.

School Governor – Cathryn Magyar

SEND Coordinator – Lucy Dalglish

Designated Lead for Children Looked After or Previously Looked After Children -

Lucy Dalglish

EYFS SEND Lead – Jo Shelley

Speech and Language Co-ordinator – Anne Hargrave

School Speech and Language support – Dawn Booth

Learning Mentor – Helen Calvert

Mental health and wellbeing support – Jordan Maskill

Medical and Health Care Plan lead – Helen Calvert

Additional First Aiders – Jim Brassil, Myfanwy Lupton-Walker, Helen Calvert

The responsibility for SEND provision is led by the SEND Coordinator.

The Head Teacher and SEND Governor are responsible for keeping the governing body informed about the school's SEND provision, including how funding, equipment and personnel resources are deployed.



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DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES:

A pupil has a special education need if he or she:

- has significantly greater difficulty in learning than the majority of pupils of the same age which requires provision that is different from or additional too that of the majority of their peers,
- has a disability which prevents or hinders him/her from making use of educational facilities provided for pupils of the same age.

Children have a Learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents 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; or
- c) are under compulsory school age but would be likely to fall within the above definitions (a and b) when they reach school age or would do so if special educational provision was not made for them. (The above definition of SEND is taken from P4/5 of the SEND Code of Practice 2014/15.)

There are 4 main areas of Special Educational Needs and Disabilities identified in the SEND Code of Practice 2014/2015:

1. Speech, Language and Communication
2. Cognition and Learning
3. Physical and Medical
4. Social, Emotional and Mental Health

Pupils **must not** be regarded as having learning difficulties solely because of their language, especially their home language is different from that in which they are taught.

THE PURPOSE AND AIMS OF THIS POLICY

The purpose of this policy is to ensure that the best possible provision is available for children with SEND. This policy is in accordance with the Children and Families Act (2014) together with the Code of Practice 2014 (last reviewed 2015). Regard has also been taken from the Equality Act (2010) and the Special Educational Needs and Disability Regulations 2014/15.

The aims of our Special Educational Needs and Disability Inclusion Policy and practice in this school are:

- To provide access to the National Curriculum for all children including those with SEND.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To ensure that parents or carers are able to play their part in supporting their child's education and that their views are taken into consideration.
- To ensure that we challenge and extend the children through the work that we set them and encourage children to think and work independently.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.



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- To ensure that the special educational needs or disabilities of children are identified, assessed and provided for.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To make clear the expectations of all partners in the process.
- To promote children's self-esteem and emotional well-being and help children to form and maintain worthwhile relationships based on respect for themselves and others.
- To ensure that our children have a voice in this process.

RESPONSIBILITIES AROUND THIS POLICY

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCO) Lucy Dalglish. The SENCO is responsible for reporting regularly to the Head Teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this SEND and Inclusion policy. The Assistant Head Teacher strategic responsibility for the inclusion of children who are adopted or in local authority care.

The SENCO

In our school, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of a SEND register for those children with Special Educational Needs and Disabilities.
- Identifying on this SEND register the area of special educational needs the child has, those in receipt of additional SEND support from the school's SEN budget, those in receipt of High Needs Funding, those with specific diagnosis and those with Education Health and Care plans.
- Coordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs Funding and/or an Education Health Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from the budget), that a pupil may have a special educational need or disability which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEND register.



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- Monitoring the school's system for ensuring that Individual Educational Plans, where it is agreed they will be useful for a pupil with SEND, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class with SEND.
- Manage and oversee the whole school Provision Map, which tracks all learners on the SEND register.
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him or her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs, (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

Head Teacher

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through analysis of the whole-school tracking system, pupil progress meetings with individual teachers, regular meetings with the SENCO and discussions with pupils and parents.

The Governing Body

- The Governing Body has due regard to the Code of Practice when carrying out its duties toward all children with special educational needs.
- The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.
- The Governing Body has identified a governor to have specific oversight of the school's provision for children with special educational needs. The 'responsible person' in this school is Ruth Gilmore.

THE DEVELOPMENT AND IMPLEMENTATION OF THIS POLICY

This policy has been written by the SENCO, Mrs Lucy Dalglish with the support of the SLT. It will continue to be shared with stake holders, in particular the SEN Governor Cathryn Magyar.

It is the responsibility of the SENCO, with support from SLT, to ensure that this policy is implemented. Every teacher is a teacher of SEND, which means that it is the responsibility of the teachers to familiarise themselves with the best practice for children with SEND and ensure that the correct provision is put in place. This information will be provided by the SENCO. It is the SENCO's responsibility to ensure that the provision is right for each child and that the adults who work with the child have access to training to enable the child to fulfil their potential (both in house and by professionals).



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IDENTIFICATION OF SEND

Early identification of children with Special Educational Needs and Disabilities is essential. For new children in school, the SENCO will liaise with the SENCO from a child's previous setting to collect as much information about the child's individual needs. From these discussions, and those with any professionals involved, the best provision will be identified to ensure the best outcomes. For those children who staff show concerns regarding, assessments will be carried out, along with discussions with parents and the child, to illicit if the child has a special educational need and/ or disability. The SEND Code of Practice (2014.2015) makes reference to schools using The Graduated Approach to ensure the best outcomes for SEND children.

First the child will be assessed by the class teacher, supported by the SENCO where necessary. The school will use appropriate screening and assessment tools and determine pupil progress through:

- evidence obtained by classroom observation/ assessment.
- evidence obtained by observation in other contexts for example at break times or at clubs
- performance in National Curriculum subjects judged against age related expectations
- information from tracking of pupil progress
- the use of standardised screening or assessment tools.
- reports from feeder schools
- records from feeder schools
- information from parents
- relevant outside agencies

STAFF TRAINING

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. Regular meetings are held with other SENCOs in the area, where discussions and advice is sought around best practice and up to date situations of SEND across the Local Authority. The SENCO will analyse the training needs of staff through meetings, discussions and monitoring practice. The SENCO, with the Senior Leadership Team, ensures that training opportunities are also matched to school development priorities and those identified through evaluating the success of the provision. In-service training may be provided by external agencies with specific reference to particular children e.g. support from consultants; Speech and Language Therapy Service. Every teacher will be given an SEND file at the start of the academic year which includes signposting to training for particular areas of need e.g. recommended information for dyslexia, autism, dyscalculia et. The SEND file also includes information about a range of SEND needs, devised by the Local Authority and provides information about how they might present in the classroom, how to adapt to meet the needs of these learners, suggested resources and provision to put in place, and signposts for further support if required.

THE SEND INFORMATION REPORT

All provision for pupils with Special Educational Needs and Disabilities (SEND) is overseen and managed by the Senior Leadership Team (SLT) and is co-ordinated by the Special Educational Needs Coordinator Mrs Lucy Dalglish, who is a member of SLT. At Highfield, the SENCO is based out of class for three days a week, in



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order to ensure quality of learning for the SEND pupils. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEND funding from the local authority is being spent. Individual families are able to access clear information about how funding is used to support individual learners. Highfield Primary School's governing body will be responsible for the well-being and achievement of all children. Responsibility for Child Protection is shared between the Head Teacher, Mr J. Feeley, Deputy Head Teacher Mrs L Bowker, Learning Mentor Mrs H Calvert and SENCO Mrs L Dalglish. Mrs L Dalglish is the named member of staff for Children Looked After and Post Looked After. Please see our SEND Information Report which explains how our SEND policy is implemented further in our school.

MONITORING AND EVALUATING THIS POLICY

It is the SENCOs responsibility to monitor and evaluate this policy and this includes discussions with the Head Teacher, SLT and Governing Body. There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and Head teacher or SEND Governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parent's evenings, feedback forms or school forums. Evidence collected will help inform school development and improvement planning. The policy will be reviewed on an annual basis and considers any amendments in the light of the annual review findings.

Signed _____ [Mr J. Feeley] (Head teacher) Date _____

Signed _____ [Mrs L. Dalglish] (SENCo) Date _____

Signed _____ [Mrs C Magyar] (SEND Governor) Date _____

To be reviewed: October 2025