



# Special Educational Needs and Disabilities



Adoption Date: January 2025

Review Date: January 2026

Signed: *J Feeley* (Headteacher)

*E Patterson* (Acting SENDCo)

*L El-Shafi* (SEND Governor)

Highfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



# Special Educational Needs and Disabilities

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 – Lucy El-Shafi

SEND Coordinator – Lucy Dalglish

Acting SEND Coordinator - Esther Patterson

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

Medical and Health Care Plan lead – Helen Calvert

School Speech and Language support – Dawn Booth

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

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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## Universal Offer for Children with SEND

Highfield Primary School has an inclusive ethos and works in partnership with children, parents and Leeds local authority and NHS to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

All SEND is overseen and managed by the Senior Leadership team (SLT) in school and is co-ordinated by the Special Educational Needs and Disability Co-ordinator (SENDCo). The Senior Leadership Team evaluate all SEND provision on a regular basis throughout the year and the SENDCO reports to the school governing body on how individual needs are being met and on how special needs funding is being spent.

All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning. When a child cannot access a differentiated national curriculum programme of study, individual educational and/or behavioural plans (IEPs and IBPs) are put in place (at Highfield, IEPs follow the Assess, Plan, Do, Review cycle). For children with IEPs or IBPs, SEND assessments are used to



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ensure they are on track to meet targets. Progress is regularly reviewed by the school senior leadership team.

Parents of children on the school SEND register are invited to attend an additional SEND annual review meeting as well as attending the two parent evening meetings each year. This annual review meeting is led by the SENDCo and includes the child's class teacher. Parents of children on the SEND school register are invited to complete an annual questionnaire regarding their child's provision in school.

If a parent feels their child may have SEND, they should make an appointment to speak to their class teacher in the first instance. This may lead to a further appointment with the SENDCo.

Highfield promotes a positive and open partnership with parents and recognises their knowledge and experience of their child's needs. Staff in school are well trained and have the knowledge and expertise to support children with SEND.

## EXTERNAL SUPPORT

- ☐ We work alongside LEA and NHS professionals. These include NHS Speech and Language services, Leeds Autism Team (STARS), the visual impaired team and the hearing-impaired team, SENIT (special Education Needs Inclusion Team, the Educational Psychology Service, as well as other LEA services.
- ☐ Where a health need has been diagnosed by the NHS, staff will work alongside these medical professionals, for example occupational health, continence team, physiotherapy team and school nursing team as well as other NHS services.
- ☐ We understand that a parent may decide to use a clinically approved private provider to diagnose a SEND. In this circumstance we strongly recommend and welcome a discussion with the parents, head teacher and SENDCo. We always recommend parents use approved professionals and are happy to signpost parents. Where a clinically approved private diagnosis is given, the school will accept the diagnosis made by the clinicians and consider any educational suggestions or recommendations. We reserve the right not to follow them should we consider them inappropriate or not in the best interests of the child or school.
- ☐ The Headteacher is responsible for quality assuring any adults working with children in school. For this reason, we do not accept private advisory reports from educational consultancies and/or companies, nor do we permit professionals privately employed by parents to work in school.
- ☐ The school's policies (policy section on this website) reflect our commitment to inclusion, safety and the well-being of children.



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## OBJECTIVES

- Pupils with a wide range of SEND, will be successfully included at Highfield
- Pupils with SEND will reach their full potential
- Increased parent and child voice
- Implementation of The Children and Families Act 2014
- Work closely with Leeds City Council; SEND local offer

## SCHOOL PRACTICE

### DIFFERENTIATED CURRICULUM

Planning, teaching and assessing takes account of the wide range of abilities, aptitudes and interests of children. Teachers' planning and teaching is thorough and flexible in order to recognise the needs of all children as individual learners and to ensure progression, relevance and differentiation. Teachers set suitable learning challenges, respond to pupils' diverse needs and help children overcome potential barriers to learning and assessment.

### IDENTIFYING SEND

Children with a SEND can be identified in a number of ways:

- ☐ The child's parents have noticed a concern and talk to the class teacher
- ☐ A child who consistently experiences difficulties accessing a part of the curriculum, physically or academically
- ☐ A child who has communication needs
- ☐ A child has social and emotional needs
- ☐ A child who is beginning to need work set at a different level from anyone else in the class

There are four broad areas of needs, as identified in the SEND Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical

At Highfield, teaching staff look out children who are experiencing difficulties with learning or socialisation and are beginning to exhibit changes in behaviour. They may:

- ☐ lack confidence
- ☐ demonstrate a need for additional attention
- ☐ become withdrawn
- ☐ be less engaged in activities and individual work
- ☐ need redirection with greater frequency
- ☐ disrupt other children
- ☐ display inappropriate behaviour

## Steps to making a referral to the SENDCo



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1. Class Teacher and SENDCo to meet to discuss differentiation/strategies being used in class (complete a SEND cause for concern form)
2. SENDCo and Class Teacher to meet with parents to discuss needs
3. Either continue to provide differentiated support or add the child on the Special Needs Register (individual SEND Progression/Small Steps folder)

## Individual Education Support

Children identified with a specific SEND may require an individual programme of support. This may take the form of:

- ❑ Individual Education Plans known as “Progression Steps” which track academic progress and provide next steps of learning
- ❑ Individual Behaviour Plan (IBP)
- ❑ LEA/NHS professional advice. e.g. Speech Language Therapy (SLT), Visual Impaired (VI), Deaf and Hearing Impaired team (DAHIT), Specialist Team Autism Referral Support (STARS), NHS teams, Special Educational Needs Inclusion Team (SENIT). Area Inclusion Partnership (AIP), The Alwoodley, Roundhay, Moortown Cluster family support (ARM), Educational Psychologist

## Children Looked After or Previously Looked After Children

Highfield follows the statutory DfE guidance ‘Promoting the Education of Looked After and Previously Looked After Children’ (February, 2018).

The SENDCo is the designated teacher for CLA and previously looked after children. CLA pupils and children previously looked after pupils at Highfield are monitored for academic progress, attendance and SEMH needs as part of the weekly inclusion meetings with the Headteacher, SENDCo and Learning Mentor. Good communication with parents is maintained throughout the pupil’s time at Highfield. Pupils are given priority to attend clubs and other activities.

## REVIEW Meetings

In addition to our two parent consultation evening each year, children with SEND at Highfield have an annual review meeting. There are two types of reviews. EHC Plans are statutory, review meetings are held annually and attended by other professionals as appropriate. SEND school reviews for children without an EHCP are held in the spring term.

At Highfield children on the SEND register will have an annual review. This will focus on the progress made by the child, the effectiveness of the provision and future action. Reviews involve the SEND coordinator, class teacher, parents and child.

## Statutory Education Health and Care Plans EHCP

### Stage One

For children with the most complex learning needs, it may be that an EHC Needs Assessment is appropriate. Anyone involved with such a child/young person can request an EHC Assessment.



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If a professional working with the child/young person makes the request for an EHC Needs Assessment they need to provide the Local Authority with all the information about what support is already in place for the child's learning needs, and what outcomes are sought for the child/young person.

A Multi-Agency Panel may be held to discuss the request and decide whether or not to proceed with the EHC Needs Assessment.

If it is decided not to proceed with the EHC Needs Assessment, the family are signposted to alternative sources of support via the Local Offer. Families are also able to appeal this decision if they would still like to pursue an EHC Needs Assessment. Mediation may be offered.

## Stage Two

Once it has been agreed that an EHC Needs Assessment is appropriate, the council gather any further evidence and advice required from people who are involved with the child/young person and family. These professionals have six weeks to submit their advice.

The SEND Casework Officer then produces a draft EHC Plan and sends it to all the people who contributed to the assessment, including the parent/carers or young person.

The parent/carers or young person and all the professionals who receive the draft EHC Plan have fifteen days to give their feedback.

## Stage Three

Once the Draft EHCP has been sent out, a Next Steps Meeting is arranged. Everyone who has contributed to the Plan, including parents/carers is invited. The child/young person may also attend. This meeting gives feedback on the draft EHCP and agrees any amendments or changes that need to be made. The Personal Budget can also be decided at the Next Steps Meeting. (A Personal Budget is the amount of funding that has been allocated to the EHCP based on the level of need identified as part of the EHC Needs Assessment. The personal Budget is used to cover the costs of some of the special educational provision that has been detailed in the EHCP).

The aim of the move to Personal Budgets is to enable and empower families to have some choice and influence over provision. The council begin discussing Personal Budgets at the home visit to support families around this new option. Legally, the council only has to prepare a Personal Budget when they decide it is necessary to draw up an EHCP.

Following this meeting the Local Authority finalise the EHCP and send it out to the family and all the professionals involved. The EHC Plan will then be implemented.

## Stage Four

The EHC Plan must be formally reviewed annually with the SENCo and parents. Other professionals who are involved will be invited. For older young people there will also be a greater emphasis on preparing them for life as an independent adult.



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The Annual Review will give families and professionals the chance to discuss any changes that need making to the EHC Plan. In addition, the Personal Budget will be reviewed at this meeting.

If changes to the Plan are required, the Local Authority will issue a revised EHC Plan within a maximum of 12 weeks from the date of the review.

## **Staff training and development**

The SENDCo organises professional development for all teachers and teaching assistants. The SEND governor reports to the governors each term and meets with the SENDCo on a regular basis and arranges training for governors.

For more information about SEND in schools please follow the link below to the SEND code of practice.

Schools guide to 0-25 SEND code of practice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349053/Schools\\_Guide\\_to\\_the\\_0\\_to\\_25\\_SEND\\_Code\\_of\\_Practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf)