



**Highfield Primary School  
Special Educational Needs  
and Disabilities (SEND)  
Policy 2026-27**





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Policy 2026-27**

**Adoption Date:** Spring 2026 at the Teaching and Learning Pupil Support Committee

**Next review:** Spring 2027

Signed:                    *L Dalgliesh*                    (SENDCo)  
                                  *L El-Shafi*                    (SEND Governor)  
                                  *J Shelley*                    (EYFS & Deputy SENDCo)  
                                  *J Feeley*                    (Headteacher)

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.

The 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.

Key personnel:

|  |  |
|--|--|
| School Governor:   | Lucy El-Shafi  |
| SEND Coordinator:  | Lucy Dalgliesh   |
| EYFS SEND Lead & Deputy SENDCo:  | Jo Shelley   |
| Designated Lead for Children Looked After or Previously Looked After Children: | Lucy Dalgliesh   |
| 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 are deployed.



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## Aims and objectives

*Together we are nurturing the citizens of today, the leaders of tomorrow. We are doing this as educators, parents, and governors by fostering a love of learning regardless of the subject, discipline or activity. This allows each child to unlock their potential, achieve success, celebrate their talents and, ultimately, to lead successful lives and become positive role models in society.*

(Headteacher Welcome)

Our special educational needs and disabilities (SEND) policy aims to make sure our school fully implements national legislation and guidance regarding pupils with SEND. At Highfield we will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Within these aims, we hope to achieve the following 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



## **Vision and values**

Our school motto is “unlocking potential,” and we are committed to doing so for every child. We believe that every learner has unique strengths, talents and ways of experiencing the world and we work to ensure they are recognised, valued and supported to thrive. At Highfield, our vision for SEND provision is to create an inclusive community where every child—regardless of need, ability or starting point—can thrive, achieve and feel genuinely valued. We are committed to identifying and removing barriers to learning so that all pupils can access a rich, ambitious curriculum that celebrates individuality and builds independence. Our SEND provision is rooted in the belief that every child has unique strengths and the right to succeed; therefore, we tailor support with precision, compassion and high expectations. We work in close partnership with families, specialists and the wider community to ensure that pupils with SEND experience belonging, dignity and continuous progress. Through nurturing relationships, adaptive teaching and a strong focus on wellbeing, we empower our learners to be confident, resilient and ready for the next stage of their lives. Inclusion is not just an aspiration but a lived value, embedded in every classroom, every decision and every opportunity we create.

The Highfield curriculum is designed around the diverse needs of our children, families and community. For over sixty years, our school has been rooted at the heart of that community, developing a curriculum that is both rich and responsive. It reflects the heritage, lived experiences and cultural diversity of our pupils, while ensuring high levels of accessibility for all. Our curriculum is language-rich and inclusive, ensuring that children with a wide range of communication needs can fully participate and succeed. We are proud of the experiences and opportunities we offer, which build cultural capital for every learner, including those who may face additional barriers. We maintain a very high standard of subject disciplines, with adapted pathways and personalised support where needed, so that all children leave Highfield feeling confident, skilled and ready for the next stage of their education. We aim to equip all pupils for high school, adulthood and future careers by providing the strongest and most equitable foundation possible.

Our school site plays an integral role in supporting accessible learning, providing a safe and purposeful environment for outdoor exploration, sensory experiences and practical learning. We foster high standards of inclusion, belonging and emotional wellbeing. Carefully planned curriculum experiences promote respect, tolerance, accessibility and British values. Mental health and wellbeing are nurtured throughout our curriculum, particularly through the breadth of opportunities offered in the Arts, Sports and our extra-curricular provision, ensuring that every child feels seen, heard and supported.



## Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## Inclusion and Equal opportunities

At Highfield we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.



## Definitions

### Special Educational Needs:

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 to 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.)

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.

### Disability:

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### The 4 areas of need:

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 sensory
4. Social, Emotional and Mental Health

What this may look like:

| Area of need                        |  |
|-------------------------------------|--|
| Communication and interaction       | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>  |
| Cognition and learning              | <p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul> |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>  |
| Sensory and/or physical             | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>   |



## Roles and Responsibilities

The SENCO (Mrs Lucy Dalglish) will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Work with class teachers to identify need
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Review progress and provision including Annual Reviews for children with EHCPs
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report

## **The Governing Body**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **The SEND link governor (Lucy El Shafi)**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **The Headteacher**

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, decide on any changes to provision and support identification of SEND alongside the SENCO
- Gather pupil voice (alongside other staff) about progress and development, any difficulties they are experiencing and share these with relevant adults, including parents / carers
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes



- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

### **Parents or Carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

### **The Pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **SEND Information Report**

The SENCO produces an SEND Information Report which is published on the Highfield Primary School Website (<https://highfield-primary.co.uk/key-information/send/>). The report sets out how this policy is implemented in the school.

The information report is updated annually and as soon as possible after any changes to the information it contains.

## **Our Approach to SEND Support**

### 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

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
- communicate distress or need for support through their behaviour

### **Adapted 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 adaptation. Teachers set suitable learning challenges, respond to pupils' diverse needs and help children overcome potential barriers to learning and assessment.

### **Steps to making a referral to the SENDCo**

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 Education Support

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

- Individual Education Plans (IEPs) - used for children with learning and/ or speech, language and communication needs. The child will have SMART (small, measurable, achievable, realistic targets) identified from B Squared Progression Steps, which they will work on over the course of a term. At the end of the term, their progress will be reviewed.
- Autism Passports – for children who have a diagnosis of Autism. These children may also have an IEP in place.
- Individual SEMH Plan or Behaviour Plan (IBP)- used for children with SEMH needs. The plans will include SMART Targets identified from B Squared Progression Steps, which they will work on over the course of a term. At the end of the term, their progress will be reviewed.
- In some cases, referrals may be made to outside agencies and professionals for further support and advice. This can include reports from Speech Language Therapy (SLT), Visual Impaired (VI), Deaf and Hearing Impaired team (DAHIT), IAT (Inclusion Advisory Team – which includes the Learning Team, Autism Advisory team, Educational Psychology Team and the SEMH team), Area Inclusion Partnership (AIP) and The Alwoodley, Roundhay, Moortown Cluster family support (ARM).

## Assess Plan Do Review (The Graduated Approach)

When a child is added to the SEND register, firstly the area/areas of SEND need are identified. Then the type of plan required is identified. We then apply The Graduated Approach.

- **Assess:** The teacher assesses the child and identifies their next steps using B Squared Progression Steps in the appropriate areas. Targets are chosen from the individual progression step, and are added to the child's plan.
- **Plan:** The class teacher, identifies a plan to support the child in achieving these targets across the following term. Strategies and programs are identified, and this is included in the child's IEP.
- **Do:** The child works towards achieving these targets across the term. Following their IEP.
- **Review:** The teacher reassess at the end of the term, to identify whether the child has achieved these targets.

## Children Looked After or Previously Looked After Children

Children Looked After (CLA) and Previously Looked After Children (PCLA) do not inherently have SEND / are not inherently classified as having SEND (Special Educational Needs and/or Disabilities), although they face high rates of educational disadvantage, trauma, and as a group, '*are significantly more likely to have SEN than their peers*' (DfE, 2018). They are a distinct, vulnerable group with unique, legally protected educational needs. Highfield follows the statutory DfE guidance 'Promoting the Education of Looked



After and Previously Looked After Children' (February, 2018); paragraphs 72-75 outlines special educational needs provision.

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 and carers is maintained throughout the pupil's time at Highfield. Pupils are given priority to attend clubs and other activities.

For further information please see the Children Looked After or Previously Looked After Children Policy (<https://highfield-primary.co.uk/key-information/policies/>).

### **Review Meetings**

Children with an EHCP 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 SENDCo, class teacher, parents, the child and any external agencies.

Parent consultations for all parents take place twice a year, during which the SENCo is available for drop-ins or scheduled meetings. We operate an open-door policy that allows parents to arrange meetings with our inclusion team at any time to discuss concerns or receive updates. In addition, the SENCo hosts termly coffee mornings and shares termly newsletters to keep families informed and supported.

At Highfield children on the SEND register will have an annual review.

### **Statutory Education Health and Care Plans (EHCPs)**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The images provided in Appendix 1 are an outline from SENSAP (Special Educational Needs Statutory Assessment and Provision) who are the team that lead on the EHCP process in Leeds. The application is broken down into 4 stages:

- Stage 1: the request
- Stage 2: the assessment
- Stage 3: the draft plan
- Stage 4: the final plan

Please refer to Appendix 1 for further details.



## Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support to attend regularly.

Highfield Primary School follows the Leeds Children's Services model attendance policy for schools which is published on our website at <https://highfield-primary.co.uk/key-information/policies/>. Regarding pupils with additional barriers, the policy states that the Headteacher is responsible for:

*Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - Supporting pupils with medical conditions at school - GOV.UK ([www.gov.uk](http://www.gov.uk))*

The Headteacher (Mr Jonathan Feeley) works alongside the SENDCo (Mrs Lucy Dalgliesh), Deputy Headteacher (Mrs Liz Bowker), Attendance Officer (Mrs Helen Calvert) and SEND Governor (Mrs Lucy El-Shafi) and Attendance Governor (Mrs Jo Kempston) to ensure the support is in place.

The attendance of different pupil groups within school, including SEND, are reported to the Governing Body in the Headteacher's Report. Highfield Primary School also works in partnership with the Family of Schools, Alwoodley, Moortown and Roundhay Cluster and Leeds Local Authority to help support the attendance of Highfield pupils.

## Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our child protection policy which is published at: <https://highfield-primary.co.uk/key-information/policies/>. Highfield Primary School follows the Leeds Children's Services Model Safeguarding & Child Protection Policy for Schools in which section 9 outlines provision for children with special educational needs, disabilities, or health issues. This section can be found in this document in Appendix 2. Highfield Primary School also adheres to the statutory guidance in Keeping Children Safe in Education 2025 where



children with special educational needs, disabilities or health issues are specifically referenced in paragraphs 201-203.

### **Expertise and training of staff**

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. In addition to this:

The SENCO has completed the following qualifications in SEND:

- NASENCO
- Autism Lead Practitioner Award
- Dyslexia training
- Therapeutic Story Writing training
- Supporting children with SEMH needs
- Lego Therapy
- Supporting children with ADHD
- Supporting children with Executive Functioning

Further to this, the SENCO attends the annual Leeds SEN conference to keep up to date with current practice in addition to termly SENCO meetings with other schools across the North East area of Leeds.

Staff across school receive regular SEN training delivered by the school SENCO, but in addition staff have also completed:

- Tier 1 Autism training
- Some staff have also completed
- Tier 2 Autism training
- Supporting children with anxiety
- Supporting children with speech and language needs
- Intensive Interaction
- Supporting children with ADHD
- Emotion Coaching

### **Links with external professionals**

- 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.

### **Admission and accessibility arrangements**

Highfield Primary School follows the Leeds City Council admission policy and arrangements are published on our website here: <https://highfield-primary.co.uk/key-information/admissions/>

Under the [Equality Act 2010](#), all schools are required to have an accessibility plan; Highfield Primary School's accessibility plan can be found on our policies page here: <https://highfield-primary.co.uk/key-information/policies/>. The accessibility plan covers how Highfield Primary School will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

### **Complaints about SEND provision**

Where parents or carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and/or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally as per the complaints policy. Formal complaints about SEND provision in our school should be made to the headteacher or the designated governor, who has special responsibility for dealing with complaints, in the first instance. They will be handled in line with the school's complaints policy which can be found here: <https://highfield-primary.co.uk/key-information/policies/>



Within the complaints policy other sources of information and advice are outlined specifically with regard to SEND:

*If your concern is about an aspect of special educational needs provision, which might include information about relevant voluntary organisations and support groups in Leeds, you might like to talk to Leeds SEND Information Advice Service (Leeds Special Educational Needs and Disability Advice Support Service) on their helpline:0113 395 1222.*

### **Monitoring and evaluation**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims and objectives, fulfilling our vision and values and meeting the targets on our action plan. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND throughout the school year
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

This policy will be reviewed by the SENDCo, Headteacher and SEND Governor every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Teaching, Learning and Pupil Support Committee.



## Links with other policies, documents and websites

SEN information report submitted to Governors

Headteacher's Report to Governors

The local offer - <https://leedslocaloffer.org.uk/>

School website - <https://highfield-primary.co.uk/key-information/send/>

Policies page of the school website (<https://highfield-primary.co.uk/key-information/policies/>) contains:

- Accessibility plan
- Behaviour policy
- Behaviour principles statement
- Supporting pupils with medical conditions policy
- Attendance policy
- Complaints policy
- Early Years Foundation Stage Policy
- Looked After Children (LAC) & Previously Looked After Children (PLAC) Policy
- Safeguarding and child protection policy (also available at: <https://highfield-primary.co.uk/our-school/safeguarding/>)
- Equality policy, information and objectives - <https://highfield-primary.co.uk/key-information/equalities/>

## Appendix 1

(Taken from the Leeds for Learning website: SENSAP Resources)



### STAGE 1: the request

When we receive a request for an EHC assessment we will write to you to say hello and introduce ourselves. We will also tell you about what happens next in the assessment process.

We will send you an email invitation to an EHC Assessment discussion. This will be held online within six weeks of the initial request. We will also invite a representative from your child's school, nursery or post-16 college.



At the EHC Assessment discussion, we will talk about:



- What is going well for the child / young person
- What could be better for the child / young person
- What outcomes we need to work toward for the child / young person

During the conversation we will be able to decide whether:

- the child / young person has or may have Special Educational Needs (SEN), and
- whether they may require support to be outlined in an EHC Plan.



If the answer to both of these questions is 'yes', then we will agree to proceed with the assessment. We will use the remaining time in the meeting to talk about what the assessment will look like.

If the answer to either of these questions is 'no', then we will make recommendations about what next steps should be taken to ensure the child / young person is able to achieve their outcomes without an EHC assessment.

## STAGE 2: the assessment

When we agree to proceed with an EHC Assessment, we will give you the opportunity to tell us anything else you want us to know about the child / young person. We will also request information and advice from:

- an Educational Psychologist
- the school, early years provider or post-16 college
- where there are identified health needs, a relevant health professional
- where there are identified social care needs, a relevant social care practitioner
- any other professionals involved with the child / young person



These people will contact you directly to arrange their assessments and observations. You can also ask us to request information from anyone else you think is reasonably required, and we will consider your request.



Professionals have 6 weeks to provide their information and advice. After this, once we have collected all the information, we will decide whether they require an EHC Plan. We will contact you directly within 16 weeks from the date of the initial request for assessment to talk to you about this.



If we decide not to issue an EHC Plan, we will issue an Enhanced Support Plan. This is a document which captures all the information and advice gathered throughout the EHC Assessment. We will meet with you and the child / young person's school or educational setting to discuss the implementation of the Enhanced Support Plan.



## Appendix 2

### 9. Children with special educational needs, disabilities, or health issues

- 9.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g., those with a disability, special educational needs, mental health issues or those living with domestic violence or parental drug/alcohol abuse, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
  - Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
  - The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
  - Communication barriers and difficulties in managing or reporting these challenges.
  - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- 9.2 When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the [Suspension and permanent exclusion guidance September 2023](#) (DfE) Section 3. In situations that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.
- 9.3 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their mental health. We regularly



communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and form/class time. Support on programmes, resources and guidance is available from the Health and Wellbeing Service ([schoolwellbeing@leeds.gov.uk](mailto:schoolwellbeing@leeds.gov.uk)).

- 9.4 Concerns regarding a student’s mental health/emotional wellbeing should be reported to a member of the school safeguarding team in keeping with the school’s safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students.