

# **HIGHGATE PRIMARY SCHOOL**

**SEND POLICY**

**Jan 2020**




**SEND Policy Jan 2020  
To be Reviewed Spring 2021**

# Highgate Community Primary School



## Special Educational Needs (SEN) and Disability Policy (Sept 2019)

### SECTION 1

<b>Responsible Persons for SEN and disability:</b>		
Mr Troy Jenkinson Head Teacher 	Dr Jason Fitchett SEND Governor 	Mrs Sarah Nash Special Educational Needs Coordinator (SENCo) 
<b>NASENCo Award Status:</b> Achieved by Mrs Sarah Nash, October 2017.		

### Contact details

Address:	Highgate Community Primary School, Heathcote Drive, Sileby, Leicestershire, LE12 7ND 
Telephone:	01509 813968
Email:	office@highgate.leics.sch.uk snash@highgate.leics.sch.uk

### Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (July 2014)

School SEN Information Report regulations (2014)

Statutory guidance on supporting pupils at school with medical conditions  
April 2014

The National Curriculum in England Key Stage 1 and 2 framework document  
Sept 2013

Highgate Safeguarding Policy (2019)

Highgate Accessibility Plan (2019)

Teachers Standards 2012

Disability and Discrimination Act (2005)

Every Child Matters (DfES 2004)

**Every child is entitled to an  
education which enables them  
to fulfil their potential and  
achieve their best.**

## SECTION 2

### Aims: what do we want for our pupils with SEN and disability?

We are determined to use our best endeavours to provide a high quality, appropriate education for **ALL** pupils at our school so that they:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition to their next phase of education (keeping in mind the end goal of making a successful transition into adulthood).

### Objectives: how are we going to do this?

- Be an inclusive, positive and creative school which constantly strives for better outcomes for **ALL** children.
- To work within the guidelines of the SEND Code of Practice, 2014.
- To provide a Special Educational Needs Coordinator (SENCo) who will work with the SEN Inclusion Policy.
- To identify and provide for pupils who have special educational needs and additional needs.
- To provide support, advice and training for all staff and form strong partnerships with other agencies and schools.



## SECTION 3

### Identifying Special Educational Needs

Children's **SEN** are generally thought of in the following 4 broad areas of need and support (SEND Code of Practice):

- **Communication and interaction** (e.g. Autistic Spectrum Disorder, ASD)
- **Cognition and learning** (e.g. Dyslexia)
- **Social, emotional and mental health** (e.g. Anxiety disorders)
- **Sensory and/or physical needs** (e.g. visual or hearing impairment)

These areas give an overview of the range of needs to plan for but children may have needs that cut across all these areas, and their needs may change over time. The purpose of identification is to work out how the school can best support a child, not to fit the pupil into a category. At Highgate Primary School, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the person.

These factors are **NOT SEN** but we recognise that they may impact progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Servicewoman/man



## SECTION 4

### A graduated approach to SEN support:

#### How do we identify and manage children with SEND in our school?

#### What is SEN?

In the SEND Code of Practice it states that a child has SEN where “**their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age**”.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Formal lesson observations, regular learning walks and book looks help us to monitor this and where necessary, provide feedback and strategies to improve teachers' knowledge and understanding of SEN.

Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach**.



#### The Graduated Approach

- Assess** pupil's needs.
- Plan** how to support needs (e.g. extra teaching and interventions).
- Do** put extra support in place.
- Review** if it worked. How has this affected the pupil's needs?
- Start the cycle again.

#### Teacher assessments and pupil progress meetings

Class teachers assess all pupil's current skills and levels of attainment on entry, building on information from previous settings and classes. On a regular basis, class teachers assess the progress of all pupils in reading, writing and maths, identifying in particular where pupils are making less than expected progress (with support from the SLT, in particular Mrs Sale, the assessment coordinator). Key stage coordinators monitor progress through termly pupil progress meetings with teachers. Where a pupil's progress is causing concern, this may be characterised by progress which:

- **is significantly slower than that of their peers starting from the same baseline**
- **fails to match or better the child's previous rate of progress**
- **fails to close the attainment gap between the child and their peers**
- **widens the attainment gap**

It can include progress in areas other than attainment e.g. wider development or social needs. We use assessment tools such as: Boxall, SDQ, AET (Autism Education Trust) Progression framework and ELSA questionnaires.

## **Insight assessment system**

Assessment information is logged using the Insight system, which breaks National Curriculum year group objectives into smaller steps for children with SEN. We also regularly assess small steps of progress in the high frequency words (HFW) that children can read and spell, their phonics trackers (including phonological awareness assessments) and we use the Power maths progress tests to track progress.

### **What do we do if we think a child may have SEN?**

1. The first response to concerns about progress is high quality teaching targeted at their areas of weakness.
2. If progress continues to be less than expected, the class teacher works with the SENCo to **assess** whether the pupil has SEN. This includes looking at all the information gathered within school about the pupil's progress, alongside national data and expectations of progress. High quality and accurate formative assessment is collected (described in more detail later on). An early discussion with parents and the pupil will take place so they can be involved in planning what support to put in place. An Initial Concerns Form is completed.
3. The class teacher and SENCo will **plan** how to support the pupil's needs.
4. Extra teaching or interventions designed to secure better progress will be implemented at an early stage ('do' stage of cycle). Support from outside agencies may be appropriate. A review date will be set.
5. After additional support is put in place, the class teacher and SENCo will **review** the pupil's progress and response to such support. This will help identify particular needs and inform staff about whether the pupil has SEN. Where it is decided that a pupil does have SEN, the pupil's parents are informed and the decision is recorded on the school's SEN register.

## **Early identification**

The SENCo works in close collaboration with the Early Years Foundation Stage (EYFS) teacher to ensure that needs are identified at the earliest point.

Where there are concerns about a child, the SENCo may do class observations and fill in an 'Early Concerns Form' in consultation with the EYFS teacher, parents and child.

The form details a child's strengths and interests, areas of need, current attainment, strategies/intervention tried and the impact of these, and next steps. This is reviewed and if minimal progress is gained after two waves of targeted intervention, the child may be placed on the SEN record.



Furthermore, in the Autumn term, Speech, Language and Communication needs (SLCN) assessments are done for all children in the EYFS. These are sent to our Speech and Language Therapist (SALT), Mel Carte, who provides further support if necessary.

## How do we manage pupil's needs on the SEN register?

Every child has an **Individual Education Plan (IEP)** or a **Learning Plan** which is **reviewed each term**. We use the Provision map program to store these electronically. This document shows what the child has achieved in a term, what support helped to make this possible, targets for the new term and what provision will be put in place to meet these targets.



The class teacher or SENCo talks to the parents and child about their priorities and aspirations for the coming term and how this fits in with what they would like to achieve by the end of the year/key stage (long term outcomes). This may be done as part of Parents' Evening or may be an additional meeting.

The class teacher and SENCo review the current IEP or Achievement Review, discussing achievements, success of previous support, current attainment, progress and assessments, social and emotional needs, attendance, advice from outside agencies and the wishes of the parents and child. Targets are set and support is planned in. This information is shared with the SLT so that whole-school provision and budget can be allocated accordingly. It also helps to inform termly pupil progress reviews.

### **How do we know children are meeting their targets?**

Each pupil has a purple **Achievement Book** which includes the child's '**All about me**' page (one-page profile) and current IEP/Achievement Review.

Class teachers are responsible for showing how pupils are meeting their targets by recording evidence in the child's Achievement Book. For example, if the target is to read 20 listed common exception words, evidence of precision teaching (flashcards, reading races, spelling races etc) may be included.

These books are reviewed by the SENCo at least every half term (if not more regularly) to ensure that progress against the targets is being made and that the provision put in place is appropriate. Discussions with class teachers, teaching assistants and SLT happen regularly so that adjustments can be made.

### **Further monitoring and evaluation**

Regular learning walks, book looks, pupil interviews and informal discussions with teachers, parents and pupils help the SENCo to monitor the effectiveness of the provision for children with SEN. The Governing Body appoint a SEND Governor who monitors provision and outcomes for children with SEN on a termly basis. A record of this is logged in the minutes of Full Governing Body meetings. The SENCo presents an update to Governors on an annual basis.

### **What is an Education, Health Care (EHC) plan?**

An Education, Health and Care (EHC) plan is the document which replaces the **Statement** of SEN. It describes a child's SEN and the help they will get to meet them. The plan is a legal document written by the local authority. EHC plans are only for children who need a high level of support.

Guidance on the local authority Assessment of SEN (SENA) and the thresholds required for statutory assessment can be found here:

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

## Assessment of SEN (SENA)

The Special Educational Needs Assessment and Commissioning Service (SENA) carry out statutory assessment and review of children and young people who have an EHCP from age 0 – 25.

The service is responsible for writing Education Health and Care Plans (EHCP) if a statutory assessment is agreed, and will commission the identified provision to meet identified needs. The service can provide advice and guidance to families as well as educational settings around statutory duties.

[SEND assessment pathway >](#)


PDF, 157 kb


### Requesting statutory assessment for an Education, Health and Care Plan


To apply for an EHCP, schools should submit a request for statutory assessment cover sheet along with a completed SEND Support Plan. This must include:

- Advice from a relevant service (e.g. educational psychology) which should be no more than 18 months old. See the SENA Information Requirements Grid (above) for the requirements for advice and other information needed to support requests

### Contact details

 SEN Assessment Service (SENA)

 0116 305 6600

 [senaservice@leics.gov.uk](mailto:senaservice@leics.gov.uk)

It may be appropriate to request an Education, Health and Care needs assessment if a child has not made progress, despite relevant and purposeful action to identify, assess and meet the SEN of the child having taken place. This is decided by the SENCo and Headteacher.

To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support. Advice from outside agencies may support an application for an Education Health Care Plan.

If a child has an **Education, Health Care (EHC) plan**, an **annual review** meeting will be held where parents, school staff and any appropriate outside agencies meet to discuss the child's progress in the past year and decide whether the outcomes on the EHC are still appropriate. This is sent to the local authority to be reviewed.

## What provision do we have to meet pupil needs?

Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways:

- in class support for small groups with an additional teaching assistant
- small group withdrawal with teaching assistant/teacher
- individual class support/individual withdrawal
- personalised individual timetables and behaviour plans
- a learning hub (SEN unit) for pupils with significant additional needs or an EHC plan, who struggle to access mainstream classroom learning
- further differentiation of resources (e.g. Clarospeak for dyslexic learners)
- Selected Wave 2 interventions (e.g. Inference training, Rapid Maths)
- Selected Wave 3 interventions (e.g. Switch-On Reading and Writing, Catch-up Numeracy, 5-minute box, Write-away together)
- ELSA (Emotional Literacy Support Assistant) 1:1 sessions and group work
- Daily nurture lunch session
- ASDAN (for alternative curriculum-based education)
- Range of strategies and interventions from outside agencies (e.g. EP, SALT, Autism Outreach, local authority learning support team etc).
- Forest Schools group sessions





## What methods of assessment do we use?

Here are some of the ways we gather information about pupils' needs:

- Assessments of attainment e.g. EYFS profiles, SATs, reading ages (YARC), reading running records, spelling assessments, Sandwell maths assessments, 'Rising Stars' assessments, HFW assessments, phonics and phonological awareness assessments, writing samples, Power maths progress checks.
- Boxall profiling and Strengths and Difficulties Questionnaire (SDQ)
- ELSA questionnaires and pupil feedback
- The Coventry Grid
- Sensory behaviour and stress surveys
- Speech, language and communication needs (SLCN) assessments
- GL dyslexia and dyscalculia screeners
- Completion of teacher concern forms
- Regular discussions with staff, parents and pupils
- Liaison with feeder or previous schools on transfer
- Information from outside agencies or other services

## How do we involve outside agencies and specialist services?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, outside agencies or specialist services may be involved. Parental consent is always sought before referrals are made. Advice and resources from professionals are communicated to all staff working with the pupil and to parents.

Our school pays for annual packages of support from the Affinity Teaching School, which includes support from an **Educational Psychologist (EP)**, Paula Hopkins, and **Speech and Language Therapist (SALT)**, Melanie Carte.



The SENCo has a planning meeting with the EP and SALT at the beginning of the academic year. This involves discussing how they can best support our school to meet pupil needs and which pupils it might be appropriate to support. The EP or SALT may observe and assess individual pupils, observe a whole class or provide training to staff. Consent forms are completed by parents for individual assessments then referrals can be made.

Other outside agencies or specialist services may be consulted such as:

- Specialist Teaching Service (Learning Support Team)
- Independent dyslexia and dyscalculia assessor (Charlie Pitt-Miller)
- Autism Outreach
- CAMHS
- Special schools behaviour advisors e.g. Oakfield Short Stay School.
- Paediatrician or school nurse
- Occupational Therapist
- Educational Welfare Officer (EWO)
- Social Services-Children and Families Wellbeing Service



## SECTION 5

### When should a child be removed from the SEN register?

The SENCo, class teacher and parents of a child may decide to remove a child from the SEN register (during a termly SEN review). The child's thoughts about the help they need to be able to progress at school will also be considered. Their rate of progress should have improved and the attainment gap between the child and their peers should have reduced (compared to when they were added to the SEN register).

Everyone must be confident that normal class provision and interventions will be enough support for them to continue to make progress and fulfil their potential.

## SECTION 6

### Supporting pupils and families

At Highgate Primary School, we value, listen to and act upon the views and contributions of parents and pupils. We recognise that pupils and parents have the right to be involved in decision making.



We work in partnership with **parents** in various ways:

- Termly meetings (2 parents' evening appointments in the Autumn and Spring and 1 meeting with the class teacher and/or SENCo in the Summer term)
- Annual report on their child's progress in the Summer term
- Pass on advice and reports from outside agencies
- Ask for parents to complete questionnaires if relevant (e.g. SDQ, GARS-3).
- Provide an 'open-door' approach so that parents feel confident to share their thoughts and concerns
- Regular telephone and email contact where appropriate
- 'Welcome' parent meeting at the beginning of the year
- Provide the SENCo's email address as another means of communication

We work in partnership with **pupils** in various ways:

- Involve pupils to review their progress and targets on a termly basis
- Involve pupils in annual reviews (if they have an EHC plan)
- Explain targets to pupils every term (providing pictures if needed)
- Get feedback from children via questionnaires
- Regular informal chats with pupils about how they feel lessons, interventions and school in general is for them

### What is the Leicestershire Local Offer?

The Leicestershire Local Offer brings together in one place information about the help and services (health, education and social care) in Leicestershire for children and young people with SEND and their families. Our arrangements for assessing and identifying pupils as having SEN is agreed and set out as part of the Local Offer. For more information, please visit:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

## [How do we manage transitions between phases of education?](#)

The school has well established links with feeder settings/nurseries and the secondary schools, Humphrey Perkins School and Rawlins Academy.

In the Summer term, the EYFS teacher and teaching assistant arrange home visits and visits to nurseries to gather information about the children's needs and progress. Nurseries are invited to bring groups of children to visit the school in the Summer term. An open evening is also held so that parents can ask questions and share their concerns.

In the Autumn term, children in the EYFS come to school for half days and gradually build up to full days. The EYFS teacher may have additional meetings with key workers or the SENCo to further plan appropriate provision. This all helps parents, pupils and staff to plan and prepare appropriately for the transition into our school setting.



In the Summer term, the Y6 teacher and SENCo have a meeting with a representative from each secondary school (mentioned above). In the same way as above, information about children's needs and progress is shared. Parents and pupils are informed of open evening and additional 'taster' days which can be arranged, where pupils get to visit the secondary school.

## **SECTION 7**

### [How do we support pupils with medical conditions?](#)

At Highgate, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, we will comply with the Equality Act 2010 when deciding what support or provision to put in place. The link to our Medical Conditions Policy can be found here:

<http://www.highgate.leics.sch.uk/policies/>

### [What are our admissions arrangements?](#)

We are committed to being an inclusive school and all pupils are welcome, including those with SEN, in accordance with the Leicestershire Authority admissions policy. Details of our admissions policy can be found here:

<http://www.highgate.leics.sch.uk/policies/>

## **SECTION 8**

### [Monitoring and evaluation](#)

Regular learning walks, observations, book looks, pupil interviews, reading with children and informal discussions with teachers, parents and pupils help the SENCo to monitor the effectiveness of the provision for children with SEN. The Governing Body appoint a SEND Governor who monitors provision and outcomes for children with SEN on a termly basis. A record of this is logged in the minutes of Full Governing Body meetings. The SENCo presents a SEN report to Governors on an annual basis and shares this in a meeting.

## SECTION 9

### How is SEN funded? What training and resources does our school have?

A minimum of 5% of the school budget is used to support pupils with SEN and disabilities. This is allocated as follows:

- Non-contact time for SENCo
- Teaching assistants (including 1:1 support)
- Support from outside agencies (e.g. STS)
- EP and SALT support package (from academy trust)
- Training for staff
- Resources (e.g. dyslexic-friendly books and iPad APPs, assessment resources)



In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Staff performance management reviews support the identification of areas for development. After SEN reviews, the SENCo liaises with the SLT about training that may need to take place so that children's needs can be adequately met. Training to be undertaken is specified in the school professional development plan which is updated annually. Training is offered through a range of in-house training and external training courses.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo regularly attends the local SENCo network meetings in order to keep updated with local and national changes in SEND.

## SECTION 10

### Roles and responsibilities

Role of the SEND governor	Jason Fitchett is the SEND governor with specific oversight of the school's arrangements for SEN and disability. He meets regularly with the SENCo and is responsible for reporting to the full governing body on all issues regarding SEN.
Role of the SENCo	The SENCO is responsible for reporting to the SEND governor on the day-day management of SEND policy. Key responsibilities include: <ul style="list-style-type: none"><li>▪ overseeing the day-day operation of SEND policy</li><li>▪ co-ordinating provision for children with SEN and disabilities</li><li>▪ liaising with and advising teachers (and Designated Teacher where a looked after child has SEN)</li><li>▪ managing learning support assistants</li><li>▪ ensuring the school keeps the records of all pupils with SEN up to date</li><li>▪ liaising with parents of children with SEND (<i>in conjunction with appropriate staff</i>)</li><li>▪ contributing to the training of staff</li><li>▪ liaising with external agencies and next providers of education</li><li>▪ allocating delegated budget to the benefit of pupils with additional needs (including staffing provision)</li></ul>

Role of SEN teaching assistants	Our team of experienced LSAs provide support to pupils so that they can access learning. They also lead intervention programmes. They are responsible for discussing pupil progress with class teachers and the SENCO. The line managers for SEN teaching assistants are Sarah Nash and Troy Jenkinson.
Designated Teacher with specific Safeguarding responsibility	Mr Troy Jenkinson
Person responsible for managing PPG/LAC funding	Mr Troy Jenkinson
Person responsible for meeting the medical needs of pupils	Mr Troy Jenkinson

## SECTION 11

### How is information stored and managed?

Information about a child's SEN or disability is kept up to date and in an individual file, in chronological order. This may include information from school (e.g. IEPs), from parents (e.g. letters) or outside agencies (e.g. EP and SALT reports, letters from the paediatrician). Files are kept locked in a cupboard. We also use the Provision Map program to electronically store IEPs/learning plans and specific educational information that needs to be shared with teachers (e.g. EP and SALT reports, behaviour plans etc) so that they are kept informed about the child's needs.

The school manages data in line with the requirements of the Data Protection Act 1988.

## SECTION 12

### How and when do we review the SEND policy?

This policy is updated by the SENCO on an annual basis and is reviewed by the Headteacher and Full Governing Body. This is then shared with staff so that they are aware of any changes to our policy.

## SECTIONS 13, 14, 15

### Other useful policies

#### **Accessibility, Complaints and Bullying**

See our Accessibility Plan, Complaints policy and Anti-Bullying Policy which can be found here:

<http://www.highgate.leics.sch.uk/policies/>

Date of policy: 10/9/19

Reviewed by Full Governing Body: tbc

Review date: September 2020

## **Appendix**

### **List of helpful acronyms**

SEND – Special Educational Needs & Disabilities

NASENCo – National Award for Special Educational Needs Co-ordination

ASD – Autism Spectrum Disorder

LAC – Looked After Child (a child who has been in care)

SLT – Senior Leadership Team

SDQ – Strengths & Difficulties Questionnaire

ELSA – Emotional Literacy Support Assistant

SLCN – Speech and Language Communication Needs

SALT – Speech and Language Therapy

IEP – Individual Education Plan

EHCP – Education and Health Care Plan (formerly a Statement of SEN)

ASDAN – Award Scheme Development Assessment Network (an alternative accreditation of exams).

EP – Educational Psychologist

YARC – York Assessment of Reading Comprehension

HFW – High Frequency Words

GARS3 – Gilliam Autism Rating System 3