



High Bank Junior Infant and Nursery School Special Educational Needs Policy

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High Bank J, I & N School

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Special Educational Needs Policy

High Bank J, I & N School

1. Contact Details

The person responsible for managing day-to-day provision for children with Special Educational Needs is the SENCo, Mrs Anna Garfitt. She can be contacted personally through the school office or on 01274 335237 or via the schools office email. Mrs Garfitt passed the National Award for Special Educational Needs Co-ordination in October 2014. As Acting Head Teacher is also a member of the school's Senior Leadership Team (SLT), is Designated Safeguarding Lead and is also responsible for overseeing the provision for all children at High Bank School.

Miss Lindsay Ayres, Joint Acting Deputy Head is Assistant SENCo and line manager for Teaching Assistants.

Mr Graeme Sunderland is the Governor responsible for SEN.

Additional information relating to Special Educational Needs can be found in the Parents section of our school website www.highbankschool.co.uk

2. Introduction

At High Bank School we aim to provide a safe, secure environment where children's self-esteem and confidence are of paramount importance. We provide access to a stimulating, broad and balanced curriculum within a culture of high expectations where positive adult role models provide examples of mutual respect, care and a hard-working ethos. Within such an environment we believe that children can achieve their full potential and grow into well educated, caring adults. There is a strong belief that every child matters. Any barriers to learning are addressed so that every child feels successful, valued and included.

Teachers at High Bank School are teachers of every child in their class, including those with Special Educational Needs. They are therefore responsible for the progress of each child, including where pupils have support from another member of staff.

This policy was developed by the SENCo and the SEN Governor in liaison with staff, parents and governors and complies with the guidance of the Special Educational Needs Code of Practice: 0-25 Years (July 2014). Additionally, it reflects the guidance of the following documents:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Teachers Standards 2012

- The LA guidance 'Children and Young People with SEN: Guidance – School Based Support'
- Statutory guidance 'Supporting Pupils at School with Medical Conditions' (April 2014)
- High Bank School's Safeguarding Policy
- High Bank School's Accessibility Plan
- High Bank School's Equality Policy
- High Bank School's SEN Report on the school website
- National Curriculum in England (Sept 2013)

3. Aims and Objectives

We aim to provide an appropriate education for all children; one which allows them to meet their full potential, becoming confident individuals in a safe and secure environment. Teachers have high expectations and use assessment to set ambitious targets for all children.

The objectives for the school are:

To identify the needs of children with Special Educational Needs as early as possible. This is most effectively done by gathering information from parents, health and care services and previous educational provision prior to the child's entry into the school.

To provide appropriate support for children with Special Education Needs or Disability. Provision will be closely monitored by the SENCo to ensure that individual short and long term targets are achieved and that the needs of pupils are met.

To work within the guidance provided by the SEND Code of Practice: 0-25 Years 2014. This is achieved through regular meetings with the Senior Leadership Team and Governor responsible for SEN where the guidance is reviewed and discussed and its implications identified. Additionally, attendance at Additional Needs Partnership meetings with local primaries and Network Meetings with Kirklees schools ensures that the SENCo is aware of these implications and that the guidance is adhered to.

To provide a SENCo who will advise and support to staff working with pupils with SEN as well as leading and advising on policy relating to SEN, Inclusion and Equality. The SENCo will have completed The National Award for SENCos and will be a member of the Senior Leadership Team (SLT). She will have sufficient time to coordinate provision and lead and support colleagues. This will ensure that the school is working within the guidelines of the SEN Code of Practice and that staff are fully aware of their roles and responsibilities and are able to fulfil them.

To work with parents/carers, keeping them informed and supporting them throughout This will enable the school to gain a better understanding of their child and involve them in their child's education. This includes supporting parents in understanding SEN procedures and practices and providing regular feedback on their child's progress.

To work in close partnership with outside agencies, acting on their advice to improve provision. The SENCo will ensure that advice is sought when necessary to ensure that staff are aware of and able to provide for the needs of all children

To plan effective interventions through differentiated planning and teaching as well as target setting. Teaching staff, along with the SENCo where necessary, will plan to meet the needs of all of the children in their class. This will include Quality First Teaching which is differentiated to allow all children to make progress. Where additional intervention is required, this will be planned and delivered in small groups or on a 1:1 basis. These may be delivered by a person who is not the class teacher, but will always remain the class teacher's responsibility.

4. Definition of Special Educational Needs and Disability

According to the SEN Code of Practice 2014 (Introduction, paragraphs xi – xii) a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of other children the same age, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for other children of the same age in mainstream schools.

For children aged 2 or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age in mainstream environments. For a child under 2, special educational provision means educational provision of any kind.

Additionally, the Equality Act 2010 defines disability as '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN.

It is important to bear in mind that children must not be regarded as having a Special Educational Need solely because they have a language different from the one being taught. There needs to be awareness, however, that having English as an additional language may disguise a child's Special Educational Need. Additionally, other factors such as attendance and punctuality, receipt of Pupil Premium or being a Looked After Child may impact on progress but these alone do not constitute Special Educational Needs.

5. Identifying Special Educational Needs and the Special Educational Needs Register

The above definition of SEN is used by High Bank School to identify children who may have Special Educational Needs. Children who are falling significantly outside the range of expected academic achievement, or who are struggling to make expected progress despite differentiated quality first teaching and learning activities, will be closely monitored by the class teacher alongside the SLT. During this period of monitoring, the child's teacher will take steps to provide a range of learning opportunities that will aid the pupils' academic progression and enable the teacher to gain a better understanding of the provision that needs to be put in place. They will be recorded as being under observation due to a concern regarding their learning and will be monitored closely using a Class Provision Map while a decision as to whether they have SEN is made. During this process, the SENCo will be consulted as needed for support and advice and additional support from outside agencies may also be requested. Following a short period of time, the child's progress will be reassessed and a decision made. We believe that parents know their children best and therefore use Parents' Evenings and informal meetings to encourage parents to share information which will support the school in making this decision. Parents will be kept informed at every stage of this process.

If a decision is made that the child does have a Special Educational Need they will be added to the school's SEN Register. The aim of the register is to formally identify children who require 'SEN Support' and to ensure that effective provision is put in place to remove barriers to learning. The four broad areas of need under which a child's SEN can be classified are:

- communication and interaction (CI) (including Autism Spectrum Disorder (ASD))
- cognition and learning (CL)
- social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SP)

The Code of Practice 2014 does not allow identification of behaviour to describe a Special Educational Need. At High Bank School we see behaviour as a possible result of a wider need and would treat concerns regarding a child's behaviour in the same way as for other identified needs; using the school's policies to set clear expectations, putting in place a range of provision and support which is tracked and monitored on the class provision map, and seeking additional advice where necessary. If SEN Support is required and the child is added to the SEN Register their area of need will be classified using the four areas above.

We publish our 'SEN Report' which details arrangements for identifying, supporting and assessing pupils with SEN on our school website and as part of the Kirklees Local Offer which can be found at www.kirkleeslocaloffer.org.uk.

6. Admission Arrangements

All children are admitted to our school in accordance with the Kirklees Local Authority Admissions Policy. No child will be denied entry because of disability or special educational need.

7. Inclusion and Equality

In line with High Bank's Equality Policy we are committed to ensuring that every child receives access to high quality opportunities.

The schools' vision is that 'Everyone is important and respected' and this is supported by: valuing everyone as an individual; providing a wide range of opportunities and experiences which enable everyone to achieve their full potential; and providing a happy, caring, safe and secure environment where children can take supported risks.

The school opposes all forms of discrimination and this applies to Governors, Staff, Pupils and Parents in their relationships with each other in and around the school environment.

In accordance with the SEN Code of Practice 2014 we have high aspirations and expectations for all children and believe that children are entitled to an education that enables them to make progress and achieve their best; becoming confident individuals who live fulfilling lives. In order to achieve this we use our best endeavours to make sure that children with SEN get the support that they need and ensure that they are included in the life of the school alongside their peers.

8. Accessibility

High Bank School is committed to promoting equality of opportunity between disabled and non-disabled children. We follow the Statutory Guidance of the Equality Act 2010 which states that schools:

- must not directly or indirectly discriminate against, harass or victimise disabled children or young people
- must make reasonable adjustments, including the provision of auxiliary aids and services to ensure that disabled children are not at a substantial disadvantage compared to their peers.

Reasonable adjustments will also be made to the organisation, curriculum, environment and communication access as well as to teaching and learning methods in order that all children can succeed.

The School Access Plan identifies provision and strategies already in place and outlines further planned improvements. When filling in the admission form, parents are asked to

provide information about their own needs or those of family members. This helps to shape our School Access Plan.

9. A Graduated Approach to SEN Support

At High Bank we act to remove barriers to learning and put in place effective special educational provision. This takes the form of a four-part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of the support which enables the child to make good progress. This is known as the graduated approach.

1. Assess

In response to a concern, the class teacher, working with the SENCo will carry out an analysis of the pupil's needs. This will draw on teacher assessment, experience of the pupil, previous progress and attainment as well as information from the schools core data and information relating to pupil progress, attainment and behaviour.

It may draw on knowledge of the individual's progress in relation to their peers and national data, the views and experience of parents, the pupil's own views and, where sought, information from external support agencies. Concerns raised by parents will be taken seriously and will be recorded and compared to the schools own assessment and information on the pupil's development.

This assessment will be reviewed regularly so that support and assessment are matched to need.

2. Plan

Where it is decided to provide a pupils with SEN Support and therefore place them on the school's SEN Register, the parents are formally notified. Then, in consultation with the parents and pupil, adjustments, interventions and support will be planned with clear objectives, as well as the expected impact on progress, development or behaviour along with a clear date of review. This will be recorded on a Pupil Passport and on the school's information systems. All staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies required. Ways in which learning can be reinforced and the child can be supported to meet their objectives at home will be discussed with the parents.

3. Do

The class teacher will always be responsible for working with the child on a daily basis. Where interventions require group or 1:1 work outside the classroom with another member of staff, the class teacher will have planned the intervention and will retain responsibility for the pupil. The class teacher and other staff involved will assess the impact of the support and intervention and will link these to classroom teaching whenever possible.

4. Review

The effectiveness of support and interventions and their impact on the pupil's progress will be reviewed on or before the agreed date. The impact and quality of the support will be evaluated, along with the views of the child and their parents. The support and planning will then be revised in light of the pupil's progress and development.

If it is felt that additional advice or support from specialist services is required, this will be discussed during this review. If a referral is made, this will be completed in discussion with the child and their parents.

If it is felt that the child no longer requires additional support and should therefore be removed from the SEN register, this decision will be made in discussion with the parents during the review. The child may continue to receive some support in small group interventions and this will be monitored through the class provision map.

10. Education, Health and Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, including having received advice and support from specialist services, the child has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) assessment. An EHC assessment allows the local authority to decide whether it is necessary for it to make additional provision through an EHC plan.

The EHC plans replace 'statements'. Children who currently have a statement will be transferred to an EHC plan in a phased transition, prioritised at key transition points such as moving to high school. This will happen for all children by 2018 at the latest. During this time the needs of the child, as defined in their statement, will continue to be reviewed annually and will continue to be provided for by High Bank School.

The purpose of an EHC plan is make special educational provision to meet the needs of the child, to secure improved outcomes for them across health, education and social care, and, as they get older, to prepare them for adulthood. An EHC plan takes the views and aspirations of children and parents and establishes desired outcomes based on these, covering health, educational and social care. It also specifies the provision required and how education, health and care services will work together to meet the child's needs and support achievement of the agreed outcomes.

11. SEN Resources

Funding and resources are allocated from Kirklees Local Authority according to the school's identified needs for SEN provision. This funding is made up of 3 parts:

- Element 1 – Core Educational Funding: allocated per pupil in school
- Element 2 – Schools Block Funding: the first up to £6000 of additional support required by children with Special Educational Needs. The amount allocated to the school is based on a formula agreed between the Local Authority and the school.
- Element 3 – High Needs Top Up: additional funding to meet the needs of individual pupils with Statements or EHC Plans. This is allocated at 4 levels (A, B, C or D) depending on the type and level of need.

Children on the SEN Register are therefore supported by a combination of funding from elements 2 and 3, providing resources for the following financial year. These can be human resources to support individuals or groups of children, learning resources or equipment.

12. Staff Training and Deployment

An induction programme is in place for all members of staff and this includes a meeting with the SENCo to explain the systems and structures in place to support the needs of the children in school.

Staff training needs are identified and assessed as part of the annual appraisal cycle and through the School Development Plan. The assessment and planning cycle for individual children may also identify additional training needs for the staff working with them. This may be delivered as whole school training during staff meetings and INSET days, or on an individual basis, provided by the local authority or other services. At High Bank School we have a strong programme of Continuing Professional Development for our staff in order that are highly skilled and trained to support children with a wide range of needs.

13. The Role of the Governing Body

The SEN Policy is monitored on a day to day basis by the Acting Head Teacher/ SENCo, who reports to governors on request about the effectiveness of the policy. The nominated Governor with responsibility for SEN is Graham Sunderland. He meets with the SENCo on a termly basis to monitor the progress of children on the SEN register.

The Governing Body has a statutory duty to:

- Have a regard for the SEN Code of Practice 2014 when fulfilling its duties towards children with SEN.
- Publish information on the school website about the implementation of policy for pupils with SEN.

- Use their best endeavours to ensure that special educational provision is made for any child with SEN or Disability (this is a proactive duty that requires them to question and check what is happening in school – not just to rely on what they are told)
- Ensure that staff are sufficiently informed in the identification and provision for children with SEN/Disability.
- Ensure that pupils with SEN/Disability are fully included in the life of the school and do not face discrimination.
- Review the SEN/Disability Policy annually.
- Ensure that there is a qualified teacher in role as SENCo for the school.

14. The Role of Parents/Carers

At High Bank, parents and carers are encouraged to be fully involved in their child's education. There are regular opportunities to meet with staff to share views and information on their child's targets and progress and class teachers are available daily to discuss specific issues or questions. Pupil Passports, statements and EHC Plans are reviewed regularly with parents and children and parents are encouraged to share their aspirations for their child and participate fully in decision making at these meetings. These discussions also aim to assist parents in supporting their children at home; providing strategies and resources as appropriate. Parents/Carers are also offered help with filling in forms.

Written SEN Updates are provided at the end of each term and end of year reports are provided for parents during the Summer term.

In addition, appointments can be made to see the SENCo/Acting Head Teacher regarding specific SEN or Disability issues, concerns or queries.

It is helpful if parents keep school fully informed of concerns, changes in circumstances, appointments etc. as these can affect the needs of children and it is important that we are able to react to them appropriately.

15. Role of the Teachers

The named SENCo is Anna Garfitt. Responsibilities of the SENCo include:

- Being a qualified teacher and being part of the Senior Leadership Team
- The day to day management and co-ordination of provision for pupils with SEN/Disability, in accordance with this policy
- Monitoring and tracking progress of pupils with SEN/Disability
- Administrative duties including maintaining a SEN register, associated record keeping, Pupil Passports and collating and checking each Class Provision Map; ensuring that the school keeps its records of all pupils with SEN up to date

- Liaising with parents/carers, colleagues, governors and outside agencies (including early years providers, other schools, educational psychologists and health and social care professionals) and being a key point of contact for these individuals and services
- Liaising with the class teacher when a Looked After Child also has SEN
- Advising on the graduated approach to SEN Support
- Providing information to governors and LA as requested and working with them to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Advising on the deployment of the schools budget and other resources to meet the needs of pupils.
- Organising and chairing Annual Reviews
- Liaising with next providers of education and developing transition programmes for children with SEN/Disability to ensure that parents are informed of their options and that a smooth transition is planned
- Supporting and advising staff in meeting the needs of children with SEN/Disability
- Keeping up to date with national and Local Authority initiatives

Class 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.

The class teacher should:

- Provide high quality teaching which identifies and meets the needs of all pupils in their class across a broad and balanced curriculum. Plans for curriculum provision should detail how it is adapted or made accessible for pupils with SEN
- Use their best endeavours to ensure that a child with SEN gets the support they need – doing everything they can to meet their needs
- Have high expectations of every pupil, whatever their prior attainment
- Use assessment to set deliberately ambitious targets
- Use lessons to address potential areas of difficulty and remove barriers to pupil achievement
- Identify, as early as possible, where a child has SEN and put in place effective, rigorous provision that improves long-term outcomes for the child – this should include an early discussion with the pupil and their parents regarding desired outcomes
- Liaise with pupils and parents to make decisions about appropriate support and intervention to be put in place
- Record support and interventions provided on class provision map and the schools information system. This should ensure that accurate information is held to evidence the SEN Support that has been provided over the pupil's time in school, as well as its impact.
- Liaise with the SENCo about appropriate outcomes, targets and support

- Plan, assess and review support, working closely with teaching assistants when they are involved
- Meet with parents at least 3 times a year and be available to discuss issues, concerns or questions before and after school

16. The Role of the Pupils

High Bank School is committed to pupil participation. We include all pupils with SEN in a way that suits their needs, seeking their views regarding their short and long term aspirations. We also involve them in discussing how we can best meet their particular need or aspiration; the ways in which they prefer to be supported, to communicate and to be communicated with.

We have high expectations for all our pupils and therefore children are expected to follow our school values, namely to:

- Aim high
- Use good manners
- Make the right choices
- Have respect

17. Storing and Managing Information

High Bank stores information relating to special needs and individual children in confidential files. This information is only accessed by staff in school and outside agencies working with the child. We closely monitor our interventions using Provision Mapping and Pupil Passports. Additionally, we maintain case studies for individual children which show provision in place over time, pupil progress and an evaluation of the impact that the provision has had on the child's progress. Next steps are regularly planned and are incorporated into both the class provision map, staff deployment and the child's Pupil Passport targets. Parents' evenings and meetings to discuss progress, targets and Pupil Passports allow this information to be shared with parents.

Additionally, we follow Local Authority guidance regarding where, how and the period of time for which documents must be kept. More information can be found in our Data Protection Policy.

18. Complaints Procedure

We follow the Kirklees complaints procedure which can be found at

<http://www.kirklees.gov.uk/you-kmc/contact/schoolsComplaints.aspx>

In the first instance, complaints should be addressed to the school, either to a class teacher, one of the Joint Acting Deputy Head Teachers or the Acting Head Teacher. If the matter cannot be addressed at a meeting, the school may need to look further into the matter and carry out an investigation. A response should be given within 5 days detailing the action to be taken.

If the case is not resolved, the Chair of Governors, Mr Graeme Sunderland, should be contacted. He may arrange a meeting or may pass the concern on and a decision will be made, taking into account evidence from both parties.

19. Reviewing the Policy

This should take place annually or earlier if determined by statutory requirements or Government Guidance.

Signatories

Role	Name	Signature	Date
SENCo & Acting Head Teacher	Anna Garfitt		
SEN Governor	Graeme Sunderland		
Parent	Jo Hunt		