

## **HIGHFIELD PRIMARY SCHOOL**

### **POLICY FOR SPECIAL NEEDS AND DISABILITY**

This document is a statement of the aims, principles and strategies for SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) at Highfield Primary School.

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

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#### **Roles and responsibilities**

School Governor – Claire Hills

SEND Coordinator – Rachael McVeigh

Speech and Language co-ordinator – Anne Hargrave

Medical needs teacher co-ordinator – Anne Hargrave

Lead First Aider and Health Care Plan lead – Jane Wheldale (school Nursery Officer)

Additional First Aiders – Jim Brassil, Linda Bailey

NHS Speech Therapist – Julie Moran

Chatterbug Speech Therapist – Lindsay Wood

Educational Psychologist – Mark Pedlar, Emily Jackson

The responsibility for co-ordinating the day to day SEND provision is shared between Julie Colley and Rachael McVeigh. They lead in co-ordinating the child's special educational provision and consulting with the child's class teacher, who remains responsible for delivering the curriculum to the child in the classroom.

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

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#### **Highfield's universal offer for children with SEND**

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

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

All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear Individual Educational and/or Behavioural Plans (IEPs and IBPs) are put in place and reviewed regularly. Key assessments are made to ensure children are on track to meet their targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Parents are vital partners in their child's journey through school. They are invited to attend review meetings of their child's progress and are encouraged to engage in supporting learning in different ways. If a parent feels their child may have SEND they should make an appointment to speak to their class teacher. This may lead to a further appointment with the SENCo.

Staff in school are trained, and work alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND. Support is sought from other agencies where necessary in order to maximise learning potential. The school's policies reflect our commitment to inclusion, safety and well-being of children.

## **Objectives**

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

## **School practice**

### **Differentiated curriculum**

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

### **Identifying SEND**

At Highfield, teaching staff look out for the child who is:

- regularly experiencing difficulties with work
- not making expected progress
- beginning to need work set for the pupil at a different level from anyone else in the class

In addition we will act on information given to us by parents

At Highfield, teaching staff look out for the child who is experiencing problems with learning or socialisation and is beginning to exhibit changes in behaviour. He / she may:

- become aggressive
- become attention seeking
- become withdrawn
- engage in time wasting activities
- disrupt other children

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

1. Class teacher and SENCo to meet to discuss differentiation/strategies
2. Class teacher to meet with parents to discuss needs
3. Either continue to provide differentiated class support or add the child on the Special Needs Register (individual SEND folder)
4. Seek external support, e.g. SENIT

### **Individual Education Support**

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

- Individual Education Plan (IEP) which identifies the specific learning difficulty, the academic levels, targets, support and provision
- Individual Behaviour Plan (IBP)
- External professional plans, e.g. Speech Language Therapy (SLT), Autism Partnership, Visual Impaired (VI), Medical Health Care Plans, Education Health Care Plans (EHCP), Special Educational Needs Inclusion Team (SENIT), Assistive Technology

For all the above individual education support programmes the child's parents should always be informed of the action that the school proposes to take and of any help they can give their child at home. This gives an opportunity for parents to contribute their views. All individual plans, reports and programmes for a child are stored securely in the child's SEND file (teacher to make copy for own use)

### **REVIEW Meetings**

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

There are two types of reviews. EHCP are statutory and held annually, SEN school reviews for children without an EHCP are held in the spring term and replace the spring consultation evening.

### **Statutory Education Health and Care Plans EHCP**

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

#### **Stage One**

If the child's parent/carer or the young person requests an EHC Needs Assessment, a SEN Casework Officer from the Local Authority will arrange a home visit to discuss the request and provide information about what the Assessment will involve. The Local Authority then asks professionals involved to provide advice and evidence of their interventions.

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

Within six weeks of the request, a Multi-Agency Panel is held to discuss the request and decide whether or not to proceed with the EHC Needs Assessment. The child/young person and family are invited to this meeting, along with the professional who made the initial request (if applicable).

If it is decided not to proceed with the EHC Needs Assessment, the family are signposted to alternative sources of support via the Local Offer. <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

### Stage Two

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

The SEN Casework Officer then produces a Draft EHC Plan and sends it to all the people who contributed to the Plan, including the parent/carer or young person.

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

### Stage Three

Once the Draft EHCP has been sent out, a Next Steps Meeting is arranged. Everyone who has contributed to the Plan, including parents/carers is invited. The child/young person may also attend. This meeting gives feedback on the Draft EHCP and agrees any amendments or changes that need to be made. The Personal Budget can also be decided at this meeting.

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

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

### Stage Four

The EHC Plan must be reviewed at least annually; however it is recognised that some elements of the Plan, for example the provision and outcomes, may need to be reviewed more regularly. Annual Reviews will be held with a greater focus on the child/young person. For older young people there will also be a greater emphasis on preparing them for life as an independent adult.

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

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

### **Staff training and development**

The SENCo organises training for all teachers and teaching assistants. The SENCo meets with all Teaching assistants annually to discuss their role in school. The SEND governor reports to the governors each term and meets with the SENCo on a regular basis and arranges training for governors.

