

SPECIAL EDUCATIONAL NEEDS POLICY
Updated January 2023

Highfields Academy
Cumberland Avenue
Nantwich
Cheshire
CW5 6HA

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Signed

Position

Approved by SEND Governor.....

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This policy should be read in conjunction with Highfield’s Academy Special Educational Needs and Disabilities SEND information Report. This is available to parents on the school website.

Highfields Academy SEND School Report: www.highfieldsacademy.co.uk

The School report forms a contributory part of Cheshire East Local Offer. More information about the Local Offer can be found at:

Cheshire East local offer:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities>

COMPLIANCE

This policy complies with the statutory requirements laid out in the SEND Code of practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents;

- SEND Code of practice 0-25, 2015, (updated April 2020)
- School SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (Updated 2017)
- The National curriculum in England Key stage 1 and 2 framework documents July 2014
- Early years foundation stage, Statutory framework (from Sept 2021)
- Working together to safeguard children (July 2022)
- Accessibility plan
- Teachers standards (Updated Dec 2021)
- Equality Act 2010: advice for schools DFE June 2018
- The Children's Act 1989 and regulations Volume 2 (care planning placement and case review and volume 3 Planning transition to adulthood for care leavers) July 2021

Introduction

This policy was developed with the collaboration of Governors, parents and pupils and reflects the SEND Code of Practice 2015 (Updated April 2020)

SEND definition:

In this policy, special educational needs and disabilities (SEND) is defined as:

‘Pupil or young person has SEN if they a learning difficulty or disability which calls for special educational provision to be made for them’.

‘A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

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

Many children and young people who have a SEN may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition in this policy

(SEN Cof P 2014 page 15/16)

Aims and Objectives of the Policy

Our Aim at Highfields is to raise the aspirations of, and expectations for all pupils and young people with SEND. Our school provides a focus on outcomes for pupils and young people to ensure they achieve their potential, become confident individuals living fulfilling lives.

Objectives:

- That opportunities are provided for every pupil to experience success and to develop an open mind set to learning.

- To accurately identify and provide for pupils who have special educational needs, disability or additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015 (Updated April 2020)
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.
- Involve parents/carers in planning and supporting at all stages of their pupil's development.
- To ensure all pupils, whatever their special educational need or disability, receive the appropriate educational provision through a broad, balanced curriculum that is effectively differentiated.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that their opinions will be taken into account in any matters affecting them.
- To ensure staff and governors are accountable for the SEND Policy being implemented and maintained.
- Use the 'Assess, Plan, Do, Review' method to identify and monitor student's progress and needs.

Admission Arrangements

The admissions' policy for Highfields follows the Local Authority (LA) guidance. Allocation of places to the school is administered by the LA for Reception Year. Neither a student's abilities nor their learning difficulties feature in the admission of a student, unless they have a Statement or an Education, Health & Care Plan (EHCP) which names this school as the one they should attend. See LA Admissions policy

Identifying Special Educational Needs and Disabilities

The Code of practice 2015 (updated 2020) identifies 4 main areas of need:

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

These 4 broad areas give an overview of the range of needs that should be planned for. However, individual pupils often have needs that may cross into more than one area or their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Highfields, we identify the needs of pupils by considering the needs of the whole pupil and then matching the provision accordingly.

It is important to point out the circumstances which are not classed as SEN, but which may hinder progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of (or Pupil Premium Plus) Grant
- Being a Looked After Pupil
- Being a pupil of a Serviceman/woman
- Having behavioural difficulties where an underlying cause has not been identified.

A Graduated Response to SEN support

At Highfields we use a Graduated Response to support pupils with SEND.

The SEND toolkit is used to provide support:

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf>

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

Identification

Early Identification -Teacher Monitoring

Regular assessments of a pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

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

Progress also includes areas other than attainment- for example a pupil may need more support developing social and emotional skills than his peers.

At Highfields our first response when a pupil is not making the expected progress is to target quality first teaching at their area of weakness which is differentiated to meet their particular needs.

Assess

If progress continues to be less than expected, then consideration of whether special educational provision is required should start with the desired outcomes for the pupil, including the expected progress and attainment. The class teacher, working with the SENCO, will informally gather evidence and consider all of the information about the pupil's progress, alongside national data and expectations of progress. This will take into account any concerns raised by the parent and will include the child's views and where appropriate include advice from other professionals.

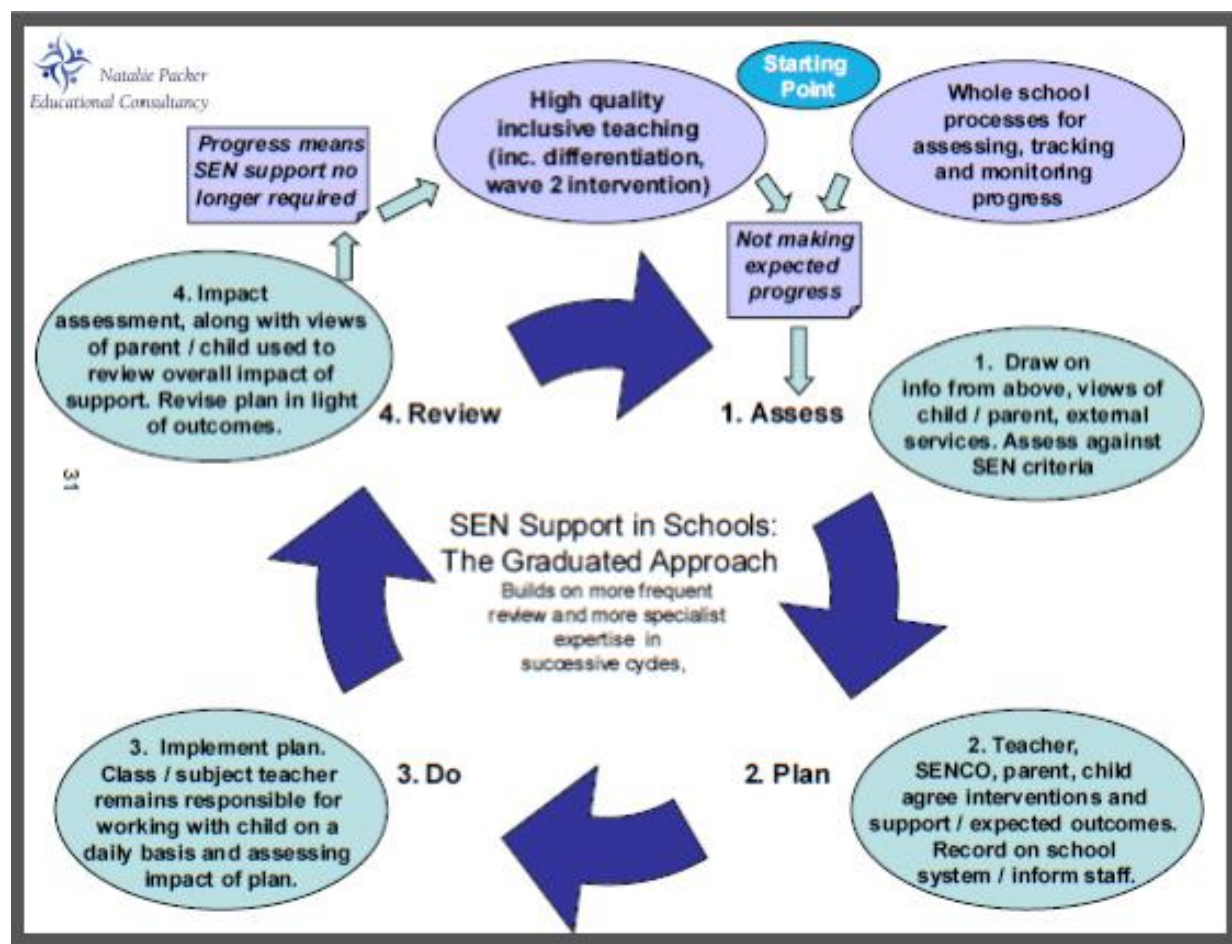
This should help to determine the support that is needed, or whether something different and additional is required. With the parents' permission , advice may be sought from other agencies such as the: Educational Psychologist, Cheshire East Autism Team, Dyslexic specialist, Community Paediatrician or CAMHS.

Where something different and additional is required the pupil will be identified as having a SEND and will be recorded as **SEN school based support**. Parents will be informed of this decision.

Where a pupil is identified as having SEN, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEN support will take 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.

ASSESS- PLAN –DO- REVIEW



A review of progress towards agreed outcomes will be held, with parents and pupils, formally three times a year in line with whole school parent evenings. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of the pupil's progress and development. Changes to the support and outcomes will be done in consultation with parents and pupil.

At this stage it may be decided that a school specific plan is put in place to support the Graduated Response Process.

Education Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the pupil is not making progress, despite the provision put in place by the school. The school will provide:

- Evidence of the pupil's academic attainment and rate of progress.
- Information about the nature, extent and context of the pupil's SEND.
- Evidence of the action already being taken to meet the pupil's SEND.
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.
- A costed provision map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.

Managing Pupils Needs on the SEND Record

Pupils needs differ from year to year and the provision to support these pupils at Highfields will vary according to need.

The following outlines the procedures in place to monitor pupils on the SEND Record:

- All pupils identified as having SEND have a Special educational Needs & Disability Plan, which is drawn up in conjunction with staff, parents and pupils. This details their specific special educational needs, their strengths, strategies which can be used to support them in the classroom and desired outcomes. It is the class teachers responsibility to maintain and update the SEND Plan with the guidance

of the SENCO.

- Parents of students with SEND are invited in 3 times a year to discuss their child's progress towards agreed outcomes and review the SEND plan. This is timetabled to coincide with school parents' evenings. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of the pupil's progress and development. Changes to the support and outcomes will be done in consultation with parents and pupil.
- Pupils who are on the SEND Record have their progress and attainment monitored 3 times a year by the SENCO in line with the school's Progress Meetings.
- The School's Offer documents the provision offered to pupils.
- Parental permission will always be sought before any other professional advice or opinions are sought.

Criteria for exiting the SEND register

- If following a review of a SEND plan with the pupils and the parents, if it is agreed that they are making significant progress and no longer fit the criteria for SEN, then they exit the SEND Register.
- Pupils who exit the SEND register will initially remain at Teacher Monitoring level, to ensure progress is sustained in all areas.

Supporting pupils at school with medical conditions

At Highfields 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 the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

If a pupil is diagnosed with a medical condition or disability, the school will

organise a multi- disciplinary meeting to bring together all the professionals involved in the care of that pupil, plus their parents. The purpose of the meeting is to discuss the impact of that condition or disability upon their education and access to the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into Highfield School.

Monitoring and Evaluating of SEND

At Highfields, provision for pupils with SEND, in the classroom, is the responsibility of class teachers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.

All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet those needs.

Training and Resources

The training needs of staff are identified through Performance Management and planned for through CPD and mentoring throughout the year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training, development and regular CPD.

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 school's SENCO regularly attends the Local Authority network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The governing body will ensure that:

- SEND provision is an integral part of the school development plan
- Necessary provision is made for any pupil with SEND.
- Staff are aware of the need to identify and provide for pupils with

SEND.

- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice 2015.
- They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process.
- They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND.
- The quality of SEND provision is regularly monitored.
- A governor is identified to be the person responsible for SEND and for this person to link with the SENCO.

The Head teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCO.
- Ensuring that the implementation of this policy and the impact on the school is reported to governors.

Special Educational Needs Co-ordinator is responsible for:

- Overseeing of the day-to-day operation of the SEND policy
- Overseeing the provision for students with SEND
- Organising and managing the work of the, LSAs and TAs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Carrying out detailed assessments and observations of students with specific learning problems
- Supporting teachers in devising strategies, drawing up school focused plans, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and additional adults

in the classroom.

- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND record and associated files.
- Assisting in the monitoring and evaluation process of pupils with SEND through the use of school assessment information.
- Contributing to in-service training of staff
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another.
- Developing good practice within a network of schools.
- Producing reports for the governors

Class teachers are responsible for:

- Teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum.
- Making themselves aware of the policy and the procedures for identification, monitoring and supporting pupil with SEND.
- Giving feedback to parents/carers of pupils with SEND.

Teaching Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Assist in making provision for the individual needs of students identified as having SEND, whether in class, small groups or in Learning Development.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Storing and managing information

Confidential documents are stored in a lockable cabinet in the SENCo's office.

Reviewing your policy

This policy is kept under review by the SENCO. This policy will be reviewed annually.