



High Green
Primary School

Special Educational Needs and Disability policy 2020 - 2021

This policy was created using the advice given in the following documents:

- Statutory guidance on supporting pupils at school with medical conditions, April 2014.
- The National Curriculum in England Key stage 1 and 2 framework document 2013.
- The school's safeguarding policy
- The school's Accessibility policy
- Teachers' standards 2012

This policy was created by a working party that included the SENCO, parents and a governor. The policy was then given to members of the SLT and SEN teaching assistants to read and they added their own ideas. Finally the policy was taken to the Full Governor's meeting for ratification.

SECTION 1

SENCO: Mrs Michele Jones

Contact number: 0114 2848264.

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Mrs Jones holds the Post Graduate certificate in SEN Co-ordination and is a member of the Senior Leadership team.

Our beliefs

High Green Primary School is committed to provide high quality education that is tailored to the needs of all pupils. We believe that all children, including those identified as having Special Educational Needs, are entitled to a broad and balanced curriculum, both academic and social. They are also entitled to a curriculum that is accessible to them and should be able to access all parts of school life and be valued.

We try to eliminate prejudice and discrimination and have built an environment where children can reach their full potential and feel safe.

High Green is an Inclusive School. We continually develop a culture of policies and practices that ensure we include all learners. We promote a sense of community and belonging and offer new opportunities for learners who may have previously experienced difficulties. This means that all learners are taught in a way that is mindful of their needs and varied life experiences. Every teacher is a teacher of every child in their class, including those with SEND.

We are particularly mindful of the provision, progress and achievement of the following groups of learners:

- Learners with Special Educational Needs.
- Learners with English as a second language. (EAL)
- Learners who have physical disabilities.
- Learners who have been identified as gifted and talented.
- Learners who are 'looked after' by the local authority.
- Learners who are disadvantaged and vulnerable.
- Minority and ethnic faith groups such as asylum seekers and refugees.

This policy outlines our provision for children who experience the following barriers to their learning:

- Sensory or physical impairment.
- Cognitive/ learning difficulties.
- Emotional or social difficulties.
- Environmental factors.

We understand that children learn at different rates and therefore their progress and achievement varies. We also believe that many pupils may experience difficulties that affect their learning at some point in their school careers. These difficulties can be long or short-term.

Our main aim is to identify these needs as soon as possible and make reasonable adjustments to ensure that the barriers to learning are reduced as much as possible. This ensures that all learners are able to access the whole of school life at High Green.

SECTION 2

Aims

At High Green Primary School we aim to provide high quality, well differentiated learning that is tailored to the individual needs of all children. We want to raise the aspirations and expectations of all learners, including those with Special Educational Needs and Disabilities and to focus on the outcomes that the children and their families want them to achieve. Although we provide extra support as necessary, this is not the main focus of our aims.

Objectives

1. To identify and provide for those children who have special educational and additional needs.
2. To work within the guidance provided by the Special Educational Needs and Disability Code of Practice 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO), who will be responsible for over-seeing the SEND policy and the provision for all learners with SEND within school.
5. To provide support and advice for all staff working with children with Special Educational Needs.
6. To ensure that all parents/ carers know who is responsible for supporting their children.
7. To ensure that all parents know what Special Educational Needs are and how they can access support.
8. To ensure that all children with EAL have the correct support straight away.

SECTION 3

Identifying Special Educational Needs (SEN)

The SEND Code of Practice 2014 describes the 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/ or physical

The purpose of identification is to identify what action needs to be taken in order to meet the needs of the child. At High Green Primary School we identify the needs of the whole child, not just the educational needs.

The following are not considered to be SEN but may impact on progress and attainment.

- Disability.
- Attendance and Punctuality.
- Health and welfare.
- EAL.
- Being in receipt of a Pupil Premium grant.
- Being a Looked After Child.
- Being a child of a serviceman/ servicewoman.
- Being a child of a parent in prison.
- Being a child of a parent who works away from home for long periods.
- Being a child of a parent who has a long-term illness.

SECTION 4: a graduated approach

Children will only be classed as having a special educational need if they fail to make adequate progress, despite differentiated work, quality first teaching and interventions.

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

High quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have SEN. Additional support and intervention cannot compensate for a lack of good quality teaching.

Teachers update their assessments every month and these are recorded on the Classroom Monitor system. The progress of every child in school is monitored at this time and groups of vulnerable children are identified if they do not make expected progress. From this data, every half term, the class teachers participate in Pupil Progress meetings, where children are identified whose progress is not adequate and interventions are planned.

Teachers are aware of many of the strategies to identify children with SEN following training and discussion with the SENCO. There will be regular meetings between SEN TAs, if applicable to discuss the interventions and support needed by the children they are working with. Communication is vital to ensure the best outcomes for the children. Parents will be given regular feedback on the interventions that their child is receiving. The information that they will be given is:

- The intervention that their child is going to receive, its purpose and what outcomes are expected.
- The progress of their child.
- What next?

Parents' views should be sought at every opportunity.

If a child is still unable to make adequate progress, with quality first teaching and extra support and intervention, then the teacher and SENCO will discuss their concerns with the parents/ carers of that child. If the parents are in agreement, the child will be placed on the school's Special Educational Needs register at School Support level. (SS) The children will be asked how they feel about school and how they think they are doing. Their views will be important in deciding what the next steps should be.

For higher level needs, we may need to draw on more specialised assessments from external agencies and professionals. (E.g. Educational psychologists, learning support services.) Before we do this there will be a full discussion with the child's parents so that they fully understand the reason for the assessment and give their consent for it to take place. Parents will be asked to give written consent for these referrals.

If, after 2-3 cycles of plan, implement, review of children's needs and interventions, it may be necessary to complete a My Plan. This document looks in more detail at the child, their family, needs and the outcomes that both family and professionals involved agree. Children's opinions are sought, where appropriate. The My Plan will be reviewed termly.

If agreed by professionals, it may be necessary to request an EHC plan (Education Health and Care) assessment.

Section 5: Managing Pupils needs on the SEN register

The needs of children on the SEN register are managed and co-ordinated by the SENCO in conjunction with the class teacher, teaching assistants, parents and the children. The register is kept electronically and in paper form by the SENCO. It is updated every time there are changes to the support of the children.

Children who are on the register will have a termly SEN review meeting. Parents, teacher, teaching assistant and any relevant external agencies will be invited to these meetings. The child's progress, attainment, strengths and areas to be developed will be discussed by all of these parties. At the moment, the views of the child are sought in written form with the support of an adult in school or parent. If appropriate, older

children will be included into part of the meeting, although it should be remembered that this could be an extremely frightening experience for a child.

Outcomes are agreed and plans put in place to not only achieve the outcomes, but to meet needs identified by the Pupil Progress meetings.

High Green Primary School buys into the Learning Support Service and the Educational Psychology Support Service. We are part of the Locality A SEN team. As part of this contract, we are allocated a certain amount of visits to support our work with the children. Any visits above those allocated are funded by the school budget but we only request support when it is absolutely necessary. We will not refer children to outside agencies unless we have the full support of parents/ carers.

We assess our children against the Sheffield Support Grids. These are submitted to Locality A and then moderated in school. Once levels have been agreed, further funding is given to the school for children with levels 3, 4 and 5. This funding is used to provide extra TA support to children with SEND in class.

Criteria for exiting the SEN register.

As stated previously, children on the SEN register will have an SEN review every term. If it is agreed by all parties involved that the child is now making expected progress and no longer needs additional support, over and above other children, then the parents will sign a form agreeing for the child to be removed from the register.

SECTION 6: Supporting pupils and families.

High Green Primary School has contributed to the Sheffield Local Authority Local Offer. The information on the Local Offer can be found at the following web address:
<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

It is a statutory requirement laid out in the SEN Code of Practice 2014 that the school provides an SEN Information Report on their website. High Green Primary School has the SEN Information report on their new website.

The admission arrangements to High Green Primary School can be found on the school's website.

Children with SEN will be entered into SATs at Year 2 and 6. Extra time, an adult reader and/ or scribe will be arranged following an application to the examination board. If they are found to meet the criteria then all arrangements will be made to ensure that they are able to access the tests.

Transition is movement between year groups, from nursery to Primary school and from Primary to Secondary school. We believe it is important to ensure smooth transitions so that the needs of children with SEN are met continuously. Links are made between Nursery, parents and High Green to discuss the needs of the children and ensure that

additional equipment and resources are in place prior to their entering school. Plans will be in place for support as well.

Towards the end of the first half of the summer term, a meeting will be held between teaching assistants, parents and the present and next class teacher to discuss the child in detail. This will ensure that adjustments, support and interventions are in place from the beginning of the autumn term. The child will be able to meet the new teacher/teaching assistant over the final half term of the school year if necessary so that they feel comfortable when they begin in September.

Transition from High Green to secondary schools begins in the spring term in year 6. The SENCO from the new school will be invited to the review in the spring term after the decision about placement has been made. Close links are made and support in year 7 can be implemented as soon as they enter the school. All children will attend transition sessions at their new school but extra transition is offered both by the secondary school and High Green. All documentation pertaining to the needs of the children will be transferred to the secondary school.

Please find the school's policy on managing the medical conditions of children in school on the website.

Contact details for external agencies:

Educational Psychology: 0114 2506800

Speech and Language therapy: 0114 2262333

Sheffield Fusion Teaching Alliance (Learning support): 0114 2509756

Hearing Impaired Service: 0114 2736410

Visually Impaired service: 0114 2941201

The Ryegate Children's Centre: 0114 2717000

North MAST team: 01142 2331189

SECTION 7: Supporting pupils at school with medical conditions.

The school recognises that pupils at High Green 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 children may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan. These bring together health and social care needs, as well as their special education provision and the SEND Code of Practice (2014) is followed.

Please see the school's Care of Children with Medical conditions 2015 for arrangements in school to support pupils.

Section 8: Monitoring and evaluation of SEND

At High Green Primary School we have termly SEN review meetings for every child who has been identified as having additional needs. All parents/ carers are invited to the reviews, at a time to suit them. We also try to get the opinion of the children involved. Also at these meetings are professionals involved in supporting the child and the child's class teacher. At these meetings we discussed the support given to the child and progress made. We specifically ask the parents/ carers for their views on the support given in school.

At High Green Primary School, we do regular classroom support to check that children have concrete apparatus to support their learning as well as other reasonable adjustments. The SENCO and Deputy Headteacher perform drop-in observations to monitor the planning and support for children with SEN. Feedback is given to the class teacher, both verbally and in writing. The SENCO monitors the progress of children with SEN in school by reviewing the Pupil Progress data. This data is recorded monthly.

These actions promote an active process of continual review and improvement of provision for all pupils.

SECTION 9: Training and resources.

- Support for pupils with SEN is funded through the main school budget.
- The training needs of staff are identified in a variety of ways. The SENCO gave all staff a training audit, asking what their present skills were and what further training they wanted. From that, the training needs were matched to the needs of the children and the school. The SENCO sources training and matches it to personnel. Any new children with additional needs that staff are not trained to support would require further training prior to the child beginning at High Green.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO. The SENCO will explain the systems and structures in place around a school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The school has NASEN membership.
- The SENCO organises parents' meetings and training with outside agencies such as Parent Partnership and the Parent/ Carer Forum.

SECTION 10: Roles and responsibilities

SEN Governor

- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body.
- Understand how the responsibilities for SEN provision are shared within the school.
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy.
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs.
- Observe first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of SEN children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

SEN teaching assistants

- To deliver lessons, planned for by class teachers to the children they are working with.
- To report progress and achievement to the class teacher, SENCO and parents.
- To make resources and other reasonable adjustments to support pupils they are working with.
- To deliver interventions to support the progress of children with SEND.
- To report to class teachers, SENCO and parents on the effectiveness of those interventions.
- To offer training to other school staff who are working with pupils with SEND.

Parents

Parents should work with school staff to ensure that the support their child has is the most appropriate and effective that it can be. They should try to attend SEN reviews and give their views on the SEN support their child is receiving.

School contacts:

The Headteacher, Diane Smales, is the Child Protection Liaison Teacher. She can be contacted at headteacher@highgreen.sheffield.sch.uk

The member of staff with responsibility for Vulnerable/Looked After children is Mrs Michele Jones. She can be contacted at jonesm@highgreen.sheffield.sch.uk

The member of staff with responsibility for meeting the medical needs of pupils is Mrs Michele Jones. She can be contacted at jonesm@highgreen.sheffield.sch.uk

SECTION 11: Storing and managing information.

- Documents relating to pupils with SEND are stored in a locked cabinet in a locked room.

- An electronic copy of the SEND register is saved in the Staff shared folder.
- An electronic copy of the SEND register and pupil's file are backed-up on a military level encrypted flash drive.

SECTION 12: Reviewing the policy

The SEND policy will be reviewed every 12 months. It will be reviewed by the working party that drafted it; this includes the SENCO, parents and a governor.

SECTION 13: Accessibility

Statutory responsibilities

- The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual schools and local authorities are under a duty to prepare accessibility strategies covering maintained schools in their area.

For further information, please see the High Green Primary School Accessibility Policy 2015.

EAL

- As well as documented adjustments, reasonable adjustments will be made to provide visual and other support for children with English as a second language. This should be implemented immediately the pupils enter the school.
- Letters for parents of children with EAL should be translated so that they are able to understand them.

SECTION 14: Dealing with complaints

- The first person to speak to in case of a problem is the class teacher. If they are not able to solve your problems satisfactorily, then contact the SENCO.
- If parents still feel that their complaint has not been dealt with properly, please refer to the school's complaints procedure.

SECTION 15: Bullying

For details of how High Green Primary School deals tries to prevent bullying incidents then please refer to the **Anti-bullying policy**.

SECTION 16: Appendices

- School SEN Information Report can be found on the website.
- Accessibility Policy 2015
- Care of pupils with Medical Conditions Policy 2015
- Complaints Procedure
- High Green Primary School Local offer can be found on the school website and also on the Sheffield Local authority website.

Updated by Michele Jones, SENCO.

September 2020