



HIGH LANE PRIMARY SCHOOL

Special Educational Needs and Disability Policy

Date policy was agreed with Governors	June 2018
Review Date	June 2019
Person(s) Responsible	SENCO
Signed:	Date:

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, safe, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

HIGH LANE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Introduction

At High Lane, we believe that every child has an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the usual differentiated curriculum that is offered to all pupils, including those with special educational needs. Provision for children with SEND is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. We strongly uphold the belief that 'every teacher is a teacher of every child, including those with SEND.'

This policy was created by the school's SENCO with the SEND Governor in liaison with the Senior Leadership Team, staff and parents of pupils with SEND. This policy complies with the guidance given in the 2014 document "Special Educational Needs and Disability Code of Practice: 0 to 25 years".

It has been written with reference to the following guidance and documents:

- Children and Families Act DfE 2014
- Disability and Discrimination Act DfES 2005
- Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being) DfES 2004

What are Special Educational Needs?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she has:

- a significantly greater difficulty in learning than the majority of children of the same age
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

This SEND policy details how, at High Lane, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with SEND, enabling them to join in school activities together with pupils who do not have SEND.

Aim

To raise the aspirations of and expectations for all pupils with SEND and implement structures, policies and practices that will enable them to meet their full potential in a happy, supportive and caring environment.

Inclusion statement:

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

Objectives

The aims of SEND policy and practice in this school are:

- To reach high levels of achievement for all
- To identify pupils who may have SEND as early as possible and provide for pupils who have special educational needs and additional needs
- To regularly assess and monitor the impact of strategies used in order to maximise progress.
- To be an inclusive school
- To meet individual needs through a wide range of provision, using a holistic, flexible approach that places the child at the centre of the provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To ensure resources are allocated to SEND and used to benefit pupils with SEND
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Links with the Stockport Local Offer

Our local offer is placed within that of the local authority and as such, we work with existing partnerships but are willing to forge new ones in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Stockport's local offer please visit Stockport's Family Information Directory:

<http://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing and building on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers regularly informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Parent Partnership services. This information will be posted on the school website.
- providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (2014 SEN & Disability Code of Practice).

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about how they learn best
- help to review their progress and set new targets
- take part in SEND Support Reviews
- take part in annual reviews related to care plans etc.

Management of SEND within School

The governing body is responsible for ensuring the SEND and Disability reforms are implemented in school. The planning and implementation of the long and medium term strategies and organising the day-to-day delivery of SEND provision is delegated to the Headteacher and SENCO. The school SENCO is Mrs Alison Humphries, who holds the National Award for SEN. She, holds the responsibility for managing the school's response to the provision we make for children with SEND.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is both pupil centred and, where appropriate, class based depending on the nature of those with specific learning needs.

In line with the recommendations in the 2014 SEN & Disability Code of Practice, the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (*in conjunction with appropriate staff*)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- allocating delegated budget to the benefit of pupils with additional needs (including staffing provision)

The SENCO is responsible for reporting to the Governor with responsibility for SEND on the day-day management of SEND policy. The named governor for SEND is Mrs Sue Whitehead. Regular meetings take place as and when it is deemed necessary, usually termly and at least bi-annually. An annual report is written and delivered to the Governing Body.

Admission Arrangements

Admission arrangements for High Lane Primary School are determined by the Stockport Authority. High Lane Primary School strives to be an inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy.

Special Provision

This school;

- Has experience in the education of pupils with physical disabilities.

- Has experience in the education of pupils with learning difficulties.
- Has experience in the education of pupils with emotional and behavioural difficulties.
- Has experience in the education of pupils with specific learning difficulties/dyslexia/visual impairment/autism/attachment difficulties.
- Has experience in ensuring accessibility arrangements are in place for pupils with moderate mobility difficulties.

Identification and Assessment

At High Lane, we follow the Assess, Plan, Do, Review cycle when taking action to remove barriers to learning. We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the other members of the SLT, using whole school data as an early identification indicator. Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEND.

Pupils are judged to have 'met year group expectations', 'exceeded year group expectations' or 'not met year group expectations'. Pupils with SEND, who are judged to be below an emerging level within their own year group expectations will also be assessed within previous year group expectations **or at pre-key stage levels**. Where necessary, we may also use the P scales in accordance with government guidance. P scales are used to monitor the progress of pupils achieving significantly below age related expectations.

The school adopts the levels of intervention as described in the 2014 SEN & Disability Code of Practice.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, annual pupil assessments
- records of ongoing teacher assessment
- the completion of teacher concern forms
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENCO maintains a record of pupils identified through the procedures listed.

For some pupils a more in depth individual assessment may be undertaken by the school.

For some pupils an external agency will be involved in assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the pupil including the parents. Whole school protocols and procedures are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with statements of special educational needs.

We aim for a smooth transition between classes, phases and schools for all pupils and ensure that records are maintained and transferred efficiently.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs to enable them to engage in all activities that the school provides.

The range of provision may include:

- adjustments to equipment or the environment
- in class support for small groups with an additional Teaching Assistant (TA)
- small group withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources
- selected research based high impact interventions (e.g. Power Pack Phonics, Tier 3 Phonics, Motivational Maths, SERI, Motor Skills United, Toe-by-Toe, Wellington Square)
- Support to maintain the emotional well-being of pupils with additional needs through our 'Nurture Group' or perhaps in the form of "talk-time" with an additional adult or group of pupils, or the use of social stories to enable them to access the curriculum at their level

All pupils on the SEND Register will have SEN Support Plans and/or specific SEN based targets– depending on level and type of identified SEND. The procedures for writing, implementing and reviewing SEND Support Plans are outlined in the SEND File

For pupils with Statements or Education and Healthcare Plans, provision will meet the recommendations on the statement or plan. For pupils with disabilities, a care plan is agreed with parents and regularly reviewed to ensure that it best meets the pupils needs.

In subjects where all children have in class curriculum targets for Literacy and/ or Numeracy, these will reflect SEND plan targets as appropriate. Such curriculum targets are recorded within class. All pupils are actively encouraged to be positive and supportive of each other's' learning needs and to value progress and effort at all levels. All children, including those with SEND, work in a variety of groups and grouping structures within school. Pupils of all abilities may be withdrawn from class for specific activities designed to enhance their learning at their own level. This ensures that pupils with SEND are not seen as 'different' and withdrawal is viewed in a positive light.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For some pupils any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Learning Support Service (LSS)
- Occupational Therapy Services (OTS)
- SALT (Speech and Language) Service
- Primary Jigsaw
- Behaviour Support Service
- Other Services as appropriate

The SENCO maintains links with other SENCOs through SENCO networks and/or through Stockport Learning Leads

Links with Other Services

Effective working links are maintained with:

- Stockport Family Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding (including social care)
- Parent Partnership Service

Transition

The school has well established links with feeder-pre-schools and local secondary schools. When appropriate the SENCO will contact placements in order to ensure smooth transition from one setting to another. Additional meetings with external agencies, parents and transition partners may be arranged.

Training

To maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development. Input from external agencies is actively encouraged. Staff are made aware of SEND procedures and practices in school upon induction and this is maintained through regular dialogue. Training is offered through a range of in-house and external training as appropriate.

Gifted & Talented – Identifying More Able.

Please see the Gifted and Talented Policy

Resources

A minimum of 5% of the school budget allocated to SEND. This is allocated as follows;

- Non-contact time for SENCO
- **Additional increment for SENCO Assistant**
- Teaching assistants (including 1:1 support)
- Supply costs
- Specialist teaching service
- Support Service Costs
- Special Resources

Resources include:

A range of books and materials to suit pupils of differing abilities.

A range of information technology facilities.

Library provision which reflect the needs of pupils with SEND

Specific equipment to remove barriers for individual pupils

Additional training to enable staff to implement intervention and support work.

Additional sessions from the Educational Psychology Service, Speech and

Language therapists and any other specialists.

Monitoring and Evaluation

We set targets for monitoring and evaluating the effectiveness of the SEND policy. The actions to meet these targets are identified in the School Improvement Plan. The governor who is responsible for SEND monitors provision and outcomes on a termly basis. A record of this is logged in the minutes of Full Governing Body meetings and the SEND Report.