



HIGH LANE PRIMARY SCHOOL

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Special Educational Needs and Disabilities (SEND) Policy

This policy should be read in conjunction with the SEND Information Report 2023.

SENDCo	Miss Kimberley Lloyd
SEND Governor	Mrs Rebecca Yates
Date policy was agreed with Governors	
Review Date	October 2024
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, 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.

At High Lane Primary School, we believe that every child has an equal right to a full and rounded education which will enable them to thrive academically, socially, and emotionally within an ever-changing world. Across a broad and balanced curriculum, we recognise that children with SEND may require a curriculum offer that is *'additional to and different from'* that offered to all children and we use of *best endeavours* to ensure provision is tailored to their needs. We firmly believe that delivering effective provision for children with SEND is a whole school responsibility: all members of the Governing Body and our school staff are committed to ensuring *all* pupils meet their full potential. We firmly believe that 'every teacher is teacher of SEND, and every leader is a leader of SEND' which ensures the importance of SEND provision is embedded within our school ethos.

In carrying out our duties towards all children with SEND, we follow the guidance set out in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#). This document not only sets out the legal responsibilities of the school to deliver effective provision for those with SEND, but also details the importance of including parents in decision making if SEND provision is being considered for their child.

At High Lane, we strongly uphold the philosophy 'parents as partners' in their child's experience at school. Partnership with parents play a key role in enabling children and young people with SEND to achieve their potential. We know parents hold essential knowledge and experience to contribute to a holistic view of a child's needs and the best ways of supporting them throughout their journey with us. All parents of children with SEND are welcomed to play a valued role in their child's education.

At the very heart of SEND provision is the child. We know that children and young people with SEND often have a unique perspective of their experiences and needs. As a result, we encourage them to participate in decision-making and use a variety of ways to gain their voice whilst developing provision that enables them to feel happy, safe and confident.

Legal Framework and Definitions

This policy has been developed with due regard to the following pieces of legislation including, but not limited to:

- [The Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Children's Act 1989](#)
- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [Keeping Children Safe in Education](#)
- [Supporting Children with Medical Conditions](#)
- [Working Together to Safeguard Children](#)

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 them. A child has a learning difficulty if they have:

- 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

There are four categories of Special Educational Needs and/or Disabilities:

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

Identification, Assessment and Provision within the Graduated Response

We recognise the importance of identifying a child's needs as soon as possible to ensure support is tailored to their needs, allowing them the best opportunities to thrive. The SENDCo works closely with other members of Senior Leadership, using whole school data as an early identification indicator. Additionally, all teachers are encouraged to liaise with the SENDCo at the earliest opportunity when they have initial concerns about a child's development. We also use several additional indicators of special education needs, such as:

- Analysis of data entry points – EYFS Profile, Reception Baseline, Phonics Screening, annual pupil assessments, SATs
- Records of ongoing teacher assessments
- Parental concerns
- Initial monitoring forms
- Liaison with previous schools
- Liaison with other relevant services

For all children identified as having SEND, staff at High Lane Primary School will act to remove barriers to learning and put into place effective special educational provision. A graduated response will be undertaken which draws upon a four-part cycle of Assess, Plan, Do and Review (ADPR). This approach ensures that actions to support the child are revisited, refined and revised as necessary. The graduated response is achieved at three levels:

- **Universal** – this includes the use of effective, quality-first teaching with high expectations for all
- **Targeted** – some additional support is introduced for specific children
- **Specialist** – this includes the need to seek specialist intervention and/or advice

Provision for children with SEND is highly personalised and the school works in partnership with the child and their family when deciding what level of support is necessary. For some, this may simply include the development of a '*One Page Profile*' that provides an overview of the child's strengths and areas of interest, as well as specific quality-first teaching strategies that enable the child to be successful in their learning. For others, it may be determined that a SEND Support Plan is necessary. A SEND Support Plan highlights individualised termly targets for a child, breaking down necessary support in to '*small steps*'. Support plans are reviewed three times a year at a shared meeting between the teacher, child and parents/carers.

At High Lane, suitable provision may include:

- adjustments to equipment or the environment
- in class support for small groups

- small group withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources to support learning
- selected research-based, high-impact interventions (e.g. Motivational Maths, SERI, Motor Skills United, Write Away Together)
- support to maintain emotional wellbeing of pupils through ‘Hearts and Minds’ groups – focusing on resilience, self-esteem and/or emotional regulation- or through structured opportunities to talk with a member of staff using social stories at an age-appropriate level

The SENDCo is responsible for maintaining a record of children with SEND and ensuring provision is reflective of their needs. Formal pupil progress meetings are held between SLT and class teachers termly to review the progress of *all* pupils, including those with SEND. Informal meetings are arranged throughout the year to ensure staff are supported in developing effective provision for children with SEND and/or support for their families. For children with SEND, progress may include:

- closing the attainment gaps between the child and their peers
- preventing the attainment gap widening
- matching or improving the child’s previous rate of progress
- accessing the full curriculum
- demonstrating an improvement in self-help, social or personal skills
- demonstrating improvements in the child’s social, emotional and mental health

Educational Health and Care Needs Assessments (EHCNAs)

For some children, their rate of development may continue to demonstrate a significant cause for concern. In these circumstances, in consultation with the child’s family, a request for an Educational Health and Care Needs Assessment (EHCNA) may be developed. This process involves consideration by the Local Authority, working closely with a child’s family and relevant services, to decide whether an assessment is necessary. If it is found that a child’s needs are significant and, as such, require provision through an Educational Health and Care Plan.

To determine the need for further support, the local authority requires:

- the views, interests and aspirations of the child/young person and the views of their family
- a description of the child/young person’s special educational needs and/or health and social care needs
- desired outcomes for the child/young person’s education, health and social care based on the child/young person’s aspirations
- an overview of the provision required and how services will work together to meet the needs of the child/young person

Educational Health Care Plans (EHCPs) and Annual Reviews

If a child is provided with an EHCP, this will contain short-term targets that are set in consultation with the child, their family, the school and other relevant agencies. The delivery of the interventions with the EHCP will continue to be the responsibility of the class teacher, overseen by the SENDCo.

All EHCPs must be reviewed annually with the child, their family and staff who support the pupil, along with any supporting external agencies. At the annual review, the child remains at the centre of discussion and their progress towards their aspirations is considered. Additionally, any amendments that need to be made to the child's needs and/or provision is made.

When a child reaches Year 5, their annual review will aim to give clear recommendations as to the provision the child will require at secondary school. The staff at High Lane Primary endeavour to work closely with the Inclusion team to determine the key needs of the child. It will also be possible for the child and their parent to visit desired secondary schools and consider appropriate options. As part of the child's Year 6 annual review, the SENDCo of the receiving school will also be invited to allow for the writing of an appropriate EHCP for the start of secondary school.

Management of SEND within the School and the Role of the SENDCo

The Governing Body is responsible for ensuring SEND and Disability policies are upheld and implemented across the school.

Within our school, the SENDCo has the day-to-day responsibility for the application of the SEND policy and co-ordination of specific provision made to support children with SEND across the school. The school SENDCo is Miss Kimberley Lloyd, who holds the National Award for SEN Coordination (NASENCO). She is responsible for providing professional guidance to colleagues and working closely with staff, parents and other agencies. Other responsibilities include:

- liaising with class teachers in the development of One Page Profiles and SEND support plans
- advising on the graduated response to providing SEND support and co-ordinating provision
- advising on the deployment of teaching assistant to support SEND provision
- advising on the deployment of the school's delegated budget and other resources to support children's needs effectively
- liaising with the parents of children with SEND
- liaising with a range of external agencies that work alongside the school to support SEND provision
- being a key point of contact for a range of external agencies
- reporting to the Governing Body termly regarding relevant SEND updates within the LA and nationally
- reporting to the SEND Governor, Mrs Rebecca Yates, with matters relating to the day-to-day management of the SEND policy
- auditing staff training requirements and ensuring appropriate training opportunities are provided throughout the year

Transition

The school has well-established links with local pre-schools and secondary schools. When appropriate, the SENDCo 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.

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 admission. All pupils are welcome, including those with special educational needs, in accordance with the Local Authority's admissions policy.

Links with Other Services, including Stockport SEND Local Offer

At High Lane, we believe in the importance of working in partnership with new and existing partners in order to provide for every pupil who wishes to attend our school. Where appropriate, we maintain links with the following agencies:

- Speech and Language Service (SALT)
- Stockport Inclusion Service (formally Learning Support Service and Behaviour Support Service)
- Primary Jigsaw
- Community Health Service
- Stockport Family Service
- Parent Partnership Service
- Family Support and Safeguarding (including social care)

As a school, we support Stockport's SEND Local Offer. This is a directory providing information about support available within our local community for children with SEND and their families. For more information please visit [Stockport SEND Local Offer](#).

Funding and Resources

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

- Non-contact time for SENDCo
- Teaching assistants (including 1:1 support where necessary)
- Supply costs
- Specialist teaching service
- Support Service Costs
- Specialist resources, including but not limited to:
 - 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

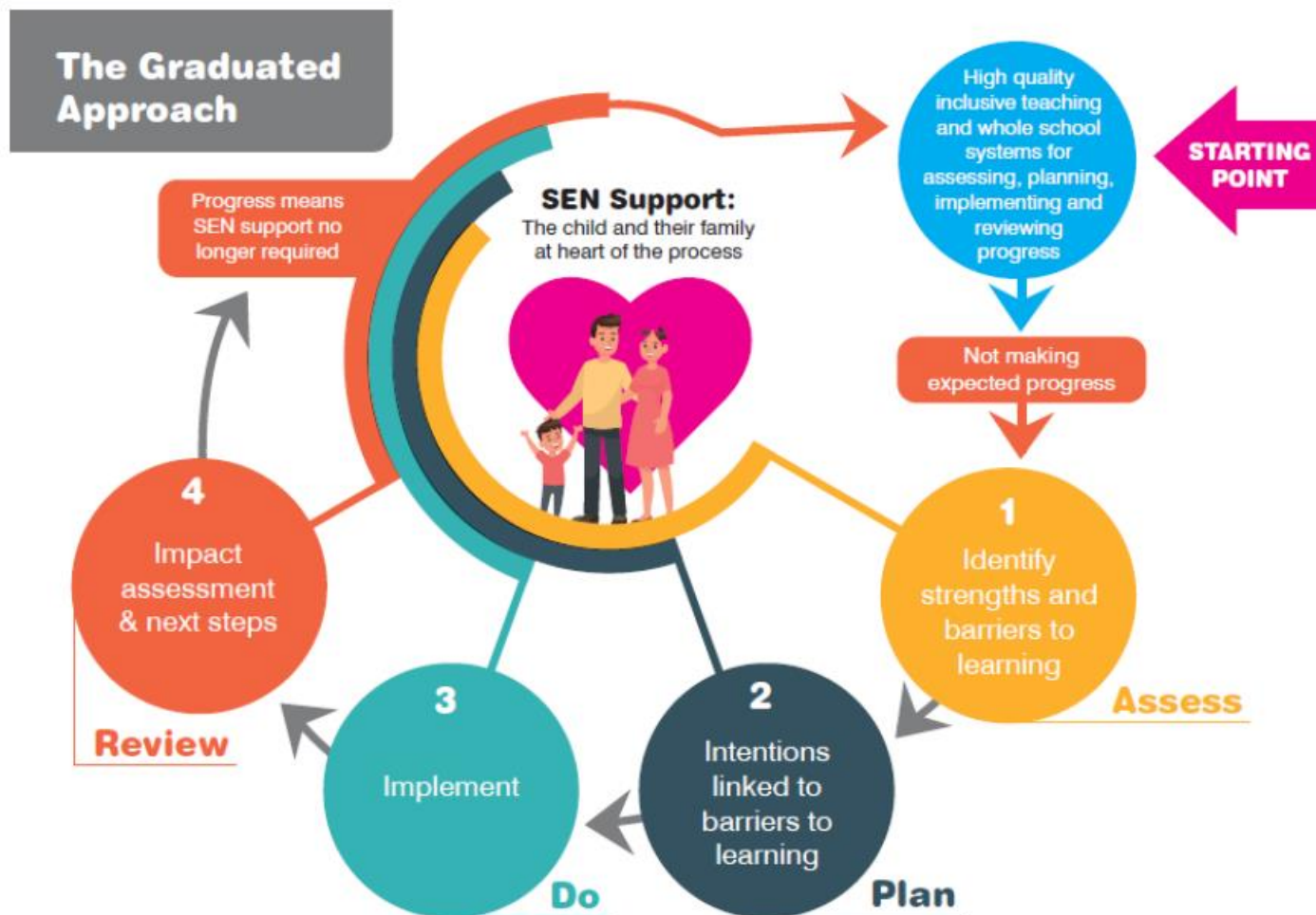
- Specific equipment to remove barriers for individual pupils
- Additional training to enable staff to implement intervention and support work
- Additional sessions from linked services to support the provision for children with SEND

Monitoring and Review

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 associated SEND reports provided to the Governing Body.

Appendix 1 – The Graduated Response

Taken from 'Lancashire Toolkit for SEND'



Appendix 2 – Useful links to support

Together Trust SENDIASS

The SENDIASS (SEND Information, Advice and Support Service) team offer free, confidential and impartial support to parents and carers of Stockport children and young people aged between 0 and 25 who have or may have Special Educational Needs and Disabilities.

<https://www.togethertrust.org.uk/SENDIASS>

Stockport Entitlement Framework

The Entitlement Framework is a document produced by the Local Authority offering advice and guidance to support schools in enhancing their offer for children with SEND. For parents and carers, it gives information about how SEND needs can be met in schools.

<https://www.stockport.gov.uk/documents/stockport-entitlement-framework#>

National Association of Special Education Needs (nasen)

A charitable organisation that supports those working with, and for, children with SEND.

<https://nasen.org.uk/>