

# Highwood Primary School



## Special Educational Needs and Inclusion Policy

Updated May 2024

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## Statement of intent

This policy outlines the framework for Highwood Primary School to meet its duties and obligations to deliver a high-quality education to all pupils on role, including pupils with special educational needs and/or disabilities. We provide our pupils, throughout all key stages, with meaningful, high-quality teaching and lessons alongside their peers. Inclusion is an ongoing process that aims to increase access and engagement to the curriculum for all students, by identifying and removing barriers to learning. Our staff ensure adaptations to the learning environment and lessons are facilitated in a culture of collaboration, mutual respect, understanding, support and problem solving. In accordance with the SEND Code of practice, Highwood engages with a 'whole-school approach' to provide an inclusive ethos and education for all.

Highwood Primary School therefore intends to collaborate with Hertfordshire Local Authority and apply the following principles, which underpin this policy. We intend to:

- Encourage involvement of children, parents and young people in decision making.
- Support identification of children and young people's needs.
- Collaborate and communicate with education, health and social care services to provide support.
- Deliver high quality provision to meet the needs of children and young people with SEN.
- Identify and minimise barriers to learning and participation.
- Encourage greater choice and control for young people and parents over their support.

### **Signed by**

SENCo

Date:

Headteacher

Date:

SEND Governor

Date:

Next review date: September 2024

## 1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010: Advice for schools DfE (2014)
- Mental Capacity Act 2005
- Children's Act 1989.
- Teachers Standards 2012

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Schools SEN Information Report Regulations

## 2. Definitions

The law states that a child has a special educational need if he / she has a:

- *Significantly greater difficulty in learning than the majority of others of the same age.*
- *Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

### **3. Areas of special educational need:**

Highwood Primary School will make provision for pupils with the following 4 kinds of need:

#### **Communication and interaction**

*Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

*Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

#### **Cognition and learning.**

*Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

*Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

#### **Social, mental and emotional health.**

*Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

## Sensory and / or physical.

*Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.*

*Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

### **NOTE:**

- Behavioural difficulties do not necessarily mean that a child or young person has a special educational need (SEN) and will not automatically lead to a pupil being registered as having a SEN.
- Slow progress and low attainment do not necessarily mean that a child has a SEN and will not automatically lead to a pupil being recorded as having SEN.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has a SEN.
- Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

## **4. Admissions**

Highwood Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- 4.1.** - Not refusing admission for a child that has named the school in their EHC plan if the placement is considered to be the most appropriate for the child.
- 4.2** - Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- 4.3** - Ensuring that during Welcome / 'New to..' meetings, full discussions take place to ensure that the appropriate provision is made for children admitted to school with previously identified SEND.

## **5. Roles and responsibilities**

### **5.1 The governing body has a responsibility to:**

- 5.1.1** - Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- 5.1.2** - Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- 5.1.3** - Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- 5.1.4** - Designate an appropriate member of staff (the SEN co-ordinator / SENDCO) as having responsibility for co-ordinating provision for pupils with SEN.
- 5.1.5** - Appoint a designated teacher for 'looked after' children where appropriate.
- 5.1.6** - Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 5.1.7** - Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- 5.1.8** - Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- 5.1.9** - Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- 5.1.10** - Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- 5.1.11** - Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- 5.1.12** - Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan

### **5.2. The Headteacher has a responsibility to:**

- 5.2.1** - Ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them.
- 5.2.2** - Ensure that teachers monitor and review the pupils' progress during the course of the academic year.
- 5.2.3** - Cooperate with local authorities during annual EHC plan reviews.
- 5.2.4** - Ensure that the SENDCO has sufficient time and resources to carry out their functions.

**5.2.5.** - Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

**5.2.6.** - Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

**5.2.7.** - Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

**5.3. The SEN Coordinator (SENDCO) must:**

**5.3.1.** - Be a qualified teacher.

**5.3.2.** - Attain the National Award in Special Educational Needs Coordination within three years of appointment.

**5.3.3.** - Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.

**5.3.4.** - Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

**5.3.5.** - Undertake day-to-day responsibility for the operation of SEN policy.

**5.3.6.** - Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.

**5.3.7.** - Liaise with the relevant designated teachers where a looked after pupil has SEN.

**5.3.8.** - Advise on a graduated approach to providing SEN support.

**5.3.9.** - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

**5.3.10.** - Liaise with the parents of pupils with SEN.

**5.3.11.** - Liaise with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

**5.3.12.** - Be a key point of contact with external agencies, especially the LA and LA support services.

**5.3.13.** - Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.

**5.3.14.** - Support teacher's with creating a 1-page profile/personal plan of the child or young person with SEN.

**5.3.15.** - Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.



**5.3.16.** - Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.

**5.3.17.** - Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.

**5.3.18.** - Ensure that the school keeps the records of all pupils with SEN up to date.

**5.3.19.** - Observe and monitor the teaching of children with SEND both in the classroom and during 1:1 sessions

**5.3.20.** - Monitor the teaching and impact of intervention programmes across the school.

**5.3.21.** - Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.

**5.3.22.** - Meet termly with the SEND Governor to discuss current policy and discuss concerns or changes that need to be made.

**5.4. Class / subject teachers must:**

**5.4.1.** - Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.

**5.4.2.** - Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

**5.4.3.** - Use appropriate assessments to set targets which are deliberately ambitious.

**5.4.4.** - Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

**5.4.5.** - Liaise with other staff who may support pupils with SEN, including the delivery of interventions, ensuring a joined up approach.

## 6. Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- 6.1. - Focus on the child or young person as an individual, not their diagnosis
- 6.2 - Be easy for the children, young people and their parents to understand, using clear ordinary language and images, rather than professional jargon.
- 6.3. - Highlight the child or young person's strengths and capacities.
- 6.4 - Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- 6.5 - Create bespoke support to the needs of the individual.
- 6.6 - Organise assessments to minimise demands on families.
- 6.7. - Bring together relevant professionals to discuss and agree together the overall approach.

## 7. Joint commissioning, planning, and delivery

Highwood Primary School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

7.1. - Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification/recognition.
- Standardised screening and assessment tools.
- Progress measured against age related expectations.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

7.2 Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities

7.3 Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEN.
- Increasing the proportion of children with SEN whose needs are identified early.

## 8. Funding

**8.1.** - Highwood Primary School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.

**8.2.** Personal budgets are allocated from the local authority's high needs funding block and Highwood Primary School will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

## 9. Local offer

Highwood Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer. Link - [The Hertfordshire Local Offer](#)

## 10. Identification

To identify pupils with SEN, Highwood Primary School will:

**10.1.1.** - Assess each pupils' current skills and levels of attainment on entry.

**10.1.2.** - Make regular assessments of all pupils to monitor interventions are:

- Ensuring that the child's progress is similar to that of their peers starting from the same baseline.
- Matching or accelerating the child's previous rate of progress.
- Closing the attainment gap between the child and their peers.
- Preventing the attainment gap growing wider.

**10.2.** - The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

**10.3.** - Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

## **11. Graduated approach**

Highwood Primary School will, once a potential SEN has been identified, employ the graduated approach to meeting the pupils' needs, including:

- 11.1.1.** - Establishing a clear assessment of the pupil's needs.
- 11.1.2.** - Planning with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review (Personal Support Plan (PSP))
- 11.1.3.** - Implementing the interventions, with support of the SENDCO.
- 11.1.4.** - Reviewing the effectiveness of the interventions and making any necessary revisions.

## **SEN Support**

The interventions can be implemented through SEN support where a pupil:

- 11.2.1.** - Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- 11.2.2.** - Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- 11.2.3.** - Presents with persistent emotional or behavioural difficulties which are not impacted by the positive behaviour management techniques employed by the school.
- 11.2.4.** - Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- 11.2.5.** - Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

*The relevant teacher or SENDCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:*

- 11.3.1** - Continues to make little or no progress in specific areas over a long period.
- 11.3.2.** - Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- 11.3.3.** - Continues to have difficulty in developing literacy and mathematical skills.
- 11.3.4.** - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- 11.3.5.** - Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service.
- 11.3.6.** - Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

## 12. Assessment

**12.1.** - Highwood Primary School will, in consultation with the pupil's parents, request a statutory assessment of SEN ((EHCNA – Education Health Care and Needs assessment) where the pupil's needs cannot be met through the resources normally available within the school.

**12.2.** - The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

**12.3.** - If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

## 13. Education, Health and Care plans (EHCPs)

**13.1.** - Highwood Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

**13.2.** - The school will admit any child that names the school in an EHC plan, if the placement is considered by all stakeholders to be appropriate.

**13.3.** - The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

**13.4.** - The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

## 14. Reviewing an EHC plan

Highwood Primary School will:

**14.1.** - Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.

**14.2.** - Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

**14.3.** - Seek advice and information about the pupil prior to the annual review meeting from all parties invited.

**14.4.** - Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.

**14.5.** - Cooperate with the local authority during annual reviews.

**14.6.** - Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

**14.7.** - Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

## **15. SEN and Disability Tribunal**

Highwood Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## **16. Data and record keeping**

Highwood Primary School will:

**16.1** - Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

**16.2** - Maintain an accurate and up-to-date register of the provision made for pupils with SEN.

**16.3** - Record details of additional or different SEN provision on a provision map.

## **17. Confidentiality**

Highwood Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

**17.1** - To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.

**17.2** - On the order of any court for the purpose of any criminal proceedings.

**17.3** - For the purposes of investigations of maladministration under the Local Government Act 1974.

**17.4** - To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

**17.5** - To Ofsted inspection teams as part of their inspections of schools and local authorities.

**17.6** - To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.

**17.7** - To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

## **18. Appendices**

Appendix 1 – One Page Profile

Appendix 2 – Personal Support Plan

Appendix 3 – EHCP application process timeline