

# The Highfield School

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## Curriculum Advisory Group

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**This Policy has been reviewed by the Governors of The Highfield School to ensure that it reflects the values of the Co-operative Movement.**

### **SPECIAL EDUCATIONAL NEEDS POLICY – CAG04 January 2017**

#### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

#### **SENCo**

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#### **SLT link**

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This policy was created by the SENCo, in liaison with the SLT, staff and parents of pupils with SEND at The Highfield School.

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## **Purpose**

The Highfield School provides a broad and balanced curriculum with a culture of high aspiration and expectation for all pupils, including those with Special Educational Needs and Disabilities (SEND). We aim to maximise the potential of each individual and ensure that all students, including those with SEND are equipped to meet the challenges of education, work and life with confidence and independence. We recognise that if students with SEND are to achieve their full potential we must recognise the barriers they may encounter and respond accordingly. This policy sets out how we ensure that this happens.

## **Objectives**

To provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum and participation in wider school activities. We do this by:

- enabling every pupil to experience meaningful success;
- promoting individual confidence and positive attitudes;
- ensuring that all students, with SEND can access a broad and balanced curriculum that is relevant, differentiated and enables them to experience success;
- giving students with SEND equal opportunities to participate in all aspects of the school's wider curriculum, as far as is appropriate;
- ensuring that students with SEND have opportunities to have their views heard;
- identifying, assessing, recording and regularly reviewing students' progress and needs;
- involving parents/carers in planning and supporting at all stages of their child's development;
- working collaboratively with parents, other professionals and relevant support services; and
- ensuring that the responsibility held by all staff and governors for SEND is implemented and maintained.

## **Roles and Responsibilities of Headteacher, other Staff, Governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEND and for following the school's procedures for identifying, assessing and making provision to meet those needs. This is done as part of an Assess-Plan-Do-Review cycle.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for students with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the SEND personnel within the school; and

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- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school's work;
- the necessary provision is made for any students with SEND;
- all staff are aware of the need to identify and provide for students 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 students;
- they have regard to the requirements of the SEND Code of Practice, 0-25 years (2014) and associated legislation;
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND;
- the quality of SEND provision is regularly monitored; and
- they and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent and informed approach is adopted;
- liaising with and advising all staff;
- helping staff to identify students with SEND;
- carrying out detailed assessments and observations of students with specific learning problems;
- co-ordinating the provision for students with SEND;
- supporting class teachers to make reasonable adjustments appropriate to the needs of students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom;
- drawing up person-centred profiles and associated learning plans;
- implementing and managing targeted interventions, matched to the needs of each individual, where appropriate;
- liaising closely with parents of students 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, relevant school staff and parents;
- maintaining the school's SEND register and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, and external tests where appropriate;
- contributing to the in-service training of staff;
- managing the Learning Development team and teaching assistants;

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- ensuring that all support staff are given any necessary information relating to the supervision of pupils in unstructured time and supporting them in relation to behaviour management and other issues for particular students;
- liaising with the SENCos in receiving and feeder schools/colleges to help provide a smooth transition from one school to the other;
- taking part in LA SEND moderation panels; and
- working within the local SEN networks e.g. Cluster, Developing Special Provision Locally (DSPL), and SENCo Forum.

**Teachers** are responsible for:

- making reasonable adjustments for students with SEND in their classroom, and providing an appropriately differentiated curriculum;
- approaching the SENCo for advice on assessment and strategies to support inclusion;
- responsible for familiarising themselves with additional needs information held in SIMs and on their mark sheet to enhance their understanding of students in their care and the provision they make for them;
- monitoring and assessing progress and using data to identify students making less than expected progress and to differentiate appropriately;
- making themselves aware of this policy and the procedures for identification, monitoring and supporting students with SEND; and
- giving feedback to parents of students with SEND and addressing any concerns.

**Learning Support staff / Teaching Assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

**Identifying Special Educational Needs**

- The school routinely gathers information from previous settings and on admission we administer screening tests to enable us to identify areas of SEN.
- Termly tracking of academic, behavioural and attendance data allows early identification of concerns at whole school and departmental level as well as on an individual basis.
- Staff are able to raise any cause for concern directly with Learning Development for advice and further investigation as appropriate.
- The school works closely with parents and students to investigate ongoing concerns that are directly related to slower than expected progress.

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**The Code of Practice (2014) sets out four broad areas of need which may be potential barriers to learning and thus progress:**

1. Communication and Interaction

This may include students with Speech, Language and Communication Needs (SLCN) who may have difficulty 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 the social rules of communication. The profile of these students is very individual and may change over time. Students with ASD, including Asperger's Syndrome and Autism potentially have difficulty in this area.

2. Cognition and Learning

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may cover a wide range of needs including moderate learning difficulties, severe learning difficulties or profound and multiple learning difficulties. Students with Specific Learning Difficulties (SpLD) may have difficulties which affect one or more areas of learning. This area would include dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties:

Students may experience a wide range of social and emotional difficulties which will manifest in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These symptoms may reflect underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained. Other students may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.

4. Sensory and/or Physical Needs

Some students may require special provision or consideration because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some students with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or inclusion support.

These enable us to consider factors that may be a barrier to learning and to respond accordingly.

There are other situations/circumstances which may impact on the progress and attainment of a student. This may include the following, but these areas alone do not necessarily constitute SEND needs:

- Physical Disability
- Attendance and punctuality
- Health and welfare
- EAL (English as an additional language)

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- Being in receipt of Pupil Premium/Pupil Premium Plus grant
- Being a Child Looked After or Adopted
- Being the child of a serviceman/woman

## Supporting Students with Medical Conditions

- The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some young people 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 students may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed
- Students with medical needs will be assessed on an individual basis and, if need be, a risk assessment may be completed (in the case of temporary mobility difficulties). Reasonable adjustments will be made to daily arrangements but it may not always be possible to access some specialist areas located on upper floors. Alternative arrangements will be made in these cases.

The “Managing Medical Needs Policy” can be found on the school website.

## Graduated Response

‘All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP, July 2014).

- The school Teaching and Learning protocol and commitment to Quality First Teaching requires every teacher to employ a range of teaching and learning strategies, reasonable adjustments, differentiation and resources to maximise student progress.
- A period of monitoring is initiated by the following triggers:
  - a. a student is not making expected progress, indicated by the school’s termly assessment and monitoring procedures (Monitoring on SIMs); and/or
  - b. a concern is raised by a parent, teacher or the student.

This will result in a period of monitoring by subject and Learning Development staff, to assess the student’s need:

- where further intervention is indicated parents and students are informed and involved;
- the student will be placed on the SEND Register at SEN Support and targeted interventions will be matched to need;
- such interventions are short term, additional to or different from those provided as part of the school’s usual differentiated curriculum. Student progress is monitored and reviewed (K-SEN Support on SIMs);
- parents and the student are informed of progress and outcomes, and are involved in planning next steps;

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- external professional advice will be sought where tried and tested interventions do not support good progress or where significant concern is raised;
- the school will, in consultation with parents, the student and external professionals already involved, initiate a request for an EHCP assessment where SEN Support is not sufficient to enable the student to make good progress;
- the impact of interventions is reviewed through the school's termly tracking process and shared with parents and students; and
- Students who fulfil the threshold criteria may be further assessed in school to ascertain if they are entitled to Access Arrangements for public examinations. If the proposed Access Arrangements require approval by the Joint Council for Qualifications, the student will automatically be included on the SEN Register and parents will be informed. The school will obtain permission from the student to 'share' information with Post 16 Education providers on request.

## **SEND Register**

Information on all students is held on SIMs, including any additional needs. SEN information itemises details of individual need and signposts teachers to personalised strategies. This shows students at levels of Monitoring (in-class support), SEN Support (intervention stage), and EHCP. Linked documents include progress data, report summaries, outlines of Statements and EHCP, person-centred profiles and other related documents. School staff are expected to use this information to enhance their understanding of students and the provision they make for them.

The SEND Register is reviewed and updated on a termly basis by the SENCo. A student will be removed from the SEND Register when they have made expected or better progress over time and only when their needs can be met by teachers in a classroom setting at Monitoring. This will be at the discretion of the SENCo in consultation with teachers, parents and the student.

## **Arrangements for Monitoring and Evaluation**

The success of the school's SEND Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of teaching and learning by the Senior and Middle Leaders including the SENCo;
- analysis of pupil tracking data and test results for individual students and for cohorts;
- value-added data for pupils on the SEND register;
- monitoring of procedures and practice by the SEND governor;
- the school prospectus, which contains the required information about the implementation and success of the SEN policy;
- any school SEND review, which evaluates the success of the policy and sets new targets for development;
- the Department Improvement Plan, which is used for planning and monitoring provision in the school;
- visits from LA personnel and Ofsted inspection arrangements; and
- feedback from parents and staff, both formal and informal, following meetings to produce person-centred profiles, targets, revise provision and celebrate success.

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## Training and Resources

- The school runs a programme of Continuous Professional Development to ensure that the knowledge and expertise of all staff, including teaching assistants, is targeted and current. This programme includes SEND related topics.
- Staff use Person-Centred Profiles to ensure that all members of staff are familiar with common barriers to learning and strategies to overcome them. These are updated by the SENCo at review points in the school year.
- A weekly SEND drop in surgery allows teaching staff opportunities to further develop their expertise. External professionals offer training sessions specifically for the Learning Development team, with many of these being offered to the whole staff.
- All teachers and support staff undertake an induction programme, including a unit on the school systems and structures in place around the SEND provision.
- The SENCo attends the Local Authority SEND briefings.
- The school is a member of the National Association for Special Educational Needs (NASEN) who provide training and national updates.

## Relationship to Other Policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality, assessment, bullying, anti-bullying policy and managing medical needs policy. The accessibility plan is an integral part of this policy. These policies are all available on the school website.

## Arrangements for Complaints

Should students or parents/carers have concerns about any aspect of provision they should discuss the problem with the student's form tutor in the first instance. Anyone who feels unable to talk to the student's tutor, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment as appropriate.

A procedure for formal complaints is detailed in the School's Complaints Policy.

## Appendices

Link to Local Offer: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)  
SEND Information Report available on the school website.