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SPECIAL EDUCATIONAL NEEDS (SEND)	Authorised by	S&CL GSC
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A full version of this policy is available to staff from their subject team leader and in the staff room. For others, a copy can be obtained by writing to the Headteacher.

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Purpose, Values and Aims of Highfields School

Our Core Purpose

To be an inclusive, happy community that values every individual and inspires them to achieve their full potential.

Our Values

Inclusion, fairness and equality

Respect and tolerance

Celebration of achievement

Personal reflection, honesty and mutual trust

Care for our environment

Aims – to achieve our core purpose and values we aim to:

- Respect all students and staff as individuals
- Celebrate diversity and promote equality
- Provide appropriate levels of challenge
- Develop understanding and enjoyment of learning
- Support and encourage individuals to make a valuable contribution to society
- Be a reflective school seeking continuous improvement
- Play an active part in our community
- Nurture physical and emotional well being
- Promote a happy, safe and stable environment



Special Educational Needs & Disabilities (SEND) Policy

Highfields School strives to be a positive, disciplined, caring and aspirational school community. We believe in the importance of all aspects of education and we measure success in the many and varied achievements of all our young people. We strive to provide the extended opportunities, support, care and guidance necessary to make school life a positive all round experience for each of our students. We pride ourselves on our inclusive nature, knowing our students well and on fostering strong relationships with home and the wider community.

1. Aims and objectives

The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of every student in the school.
- To ensure that all students with special educational needs and/or disabilities are identified early, assessed and catered for within the school and make the best possible progress
- To foster and promote effective working partnerships with parents/carers, students and outside agencies
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for students with special educational needs and/or disabilities
- To make support reasonable adjustments which enable the fullest possible access for students with SEND to all aspects of the school curriculum and wider school life and activities





- To develop independence and self-esteem, promoting a positive self-image and a 'can do' culture
- To ensure regular review and evaluation of the progress of students with SEND, ensuring parents/carers and students are fully involved throughout the process.

2. Application

This policy applies to all students at the school.

3. Admission Arrangements

The Governing Body at Highfields School believes that the admissions criteria should not discriminate against students and has due regard for the practice advocated in the National Code of Practice 2014 and The Equality Act 2010:

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people (Code of Practice, 2014 1.26).

Where a child or young person has SEN but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances (see below).

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan (Code of Practice, 2014, 1.27)

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability (Code of Practice, 2014, 1.28).

4. Definition of Special Needs and Disability

Students have special educational needs if they have a difficulty accessing the curriculum that calls for special educational provision to be made for them. This may be on a temporary or longer term basis.

Students may have a difficulty accessing the curriculum if they:



- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

We make provision for students within each of the four categories of SEND identified in Special Educational Needs and Disabilities Code of Practice 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental Emotional Health
4. Sensory and /or Physical needs.

5. Identification, assessment and review of students with special educational needs

Early identification of students with SEN is a crucial factor in overcoming barriers to learning. The Special Educational Needs Coordinator (SENCo) works closely with the school data manager to interrogate internal and external data relating to progress of students with SEN and disabilities. We also use a number of additional indicators to identify students' special educational needs. Such as:

- Close analysis of data including: SATs, Assessments of reading and spelling ages, National Group Reading Test scores (a school based testing tool), progress data.
- Any teacher or support staff concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

There are four categories identified in the SEND Code of Practice 2014:

1. **Communication and interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.
2. **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.





3. **Social, emotional and mental health difficulties:** 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, substance misuse, 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.
4. **Sensory and/or physical needs:** 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.

Every school has a SEND register which lists the students who require additional support:

6. SEN Support (K)

The school adopts a graduated response to meeting the needs of students with SEND. This is outlined in the 2014 Special Educational Needs Code of Practice. The Code describes how help for children with special educational needs should be made by a step-by-step or 'graduated approach'. The graduated approach recognises that children learn in different ways and can have different kinds and of levels of SEND. The 2014 SEND Code of Practice makes it clear that all teachers have a responsibility to cater for students with SEND so that they can make progress. The Code of Practice makes it clear that 'the first and most effective provision for SEND is quality teaching and learning, tailored to the needs of individuals'. By differentiating learning effectively many needs can be catered for.

Where such 'normally available' resources are not sufficient to meet need the next step in a graduated response is to identify a student as eligible for 'SEND Support'. This means that a plan will be implemented involving additional support to help the student make progress. The plan will be discussed with the student, parents and carers. It is recognised that additional SEND support may only be required for a short time or for a longer period. Parents and carers will have the opportunity to meet with school staff to review plans and progress with their child 3 times a year. The additional support may take the form of further support from specialists within school, such as additional literacy lessons, a modified curriculum or time in our Inclusion base to support social and emotional needs. Where appropriate it can include external specialist expertise which may be brought in to help the school with the difficulties that a child may have.

7. Statutory Assessment

Where a request for a statutory assessment is made by the school to the local authority (LA), the student will have demonstrated significant cause for concern. The LA require information about the student's progress over time and also need documentation in relation to the students special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The SENCO completes statutory assessment





paperwork for the LA in these cases, and liaises with both outside agencies and the LA. If successful, the child will receive an Education and Health Care Plan (EHCP).

Many students with SEND will have had formal assessments or diagnoses at primary school. Through our transition process, we ensure all relevant information is passed on from our feeder schools so we are fully aware of students' needs before they come to Highfields. The SENCo attends Annual Reviews of Years 5 and 6 at Primary Schools to help with transition planning.

The Learning Support department will also carry out a detailed individual assessment of each student at the earliest opportunity to make an accurate assessment of their needs considering:

- Reading and spelling age assessment
- For some students, their needs may be assessed further through, for example:
- Observation by SENCo or other specialist
- Specialised testing, eg dyslexia screening

The Learning Support department will continually review the progress of all students to ensure we have an accurate register of students with SEND. Students may be added or removed from the register, taking into account:

- Views of professionals, parents/carers
- Assessment of progress
- Information from external agencies, e.g. CAMHS (Child, Adolescent Mental Health Services), paediatrician, social care.

Relevant information is shared with parents/carers of pupils who receive School Support or who have an Education, Health and Care Plan. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments via a Confidential Booklet. Parents/carers are invited to attend Annual Reviews and have access to the SENCo through Parents' Evenings and other events. The SENCo encourages parents/carers of students with additional needs to maintain contact with the Learning Support team. Every student with a Statement or and Education, Health and Care Plan is assigned a key worker.

8. Responsibilities

8.1 Responsibility for coordination of SEND provision

The main responsibilities listed in this policy fall within the role of the Special Educational Needs Coordinator. The SENCo role is outlined as follows:

- Support the best possible progress for students identified as having special educational needs and disabilities
- Lead, manage and develop areas of learning relating to SEND and Inclusion according to current School Improvement Priorities;
- Lead, manage and develop provision to ensure that progress of students with SEND, emotional and behavioural difficulties improves relative to all other students
- Be the school lead for Looked After Children





- Ensure that the school carries out its statutory responsibilities regarding all students with an Educational Health Care Plan
- Support all staff in understanding the needs of SEND students and those with behavioural difficulties
- Monitor and evaluate standards of SEND teaching, identifying areas for improvement
- Support departmental developments of SEND and Inclusion provision.
- Monitor progress towards targets for students with SEND and those identified for additional Inclusion provision.
- Oversight and line management of the school's Inclusion bases
- Reduce exclusions and promote positive engagement
- Develop the school curriculum to meet diverse needs, including Catch Up programmes and oversight of Alternative Provision
- Analyse and interpret relevant school, local and national data.
- Provide reports to the governing body, link with the SEND Governor and support the governing body in understanding the needs of SEND pupils and those identified for additional inclusion support.
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.
- To play a full role within the school's SLT, contributing to day to day running of the school and overall strategic direction

The Assistant Headteacher – SENCo / Director of Inclusion at Highfields School is Matt Hodkin

Andrew Marsh, Headteacher has line management responsibility for Learning Support

They can be contacted directly at the school on 01629 581888

The SENCO shares this responsibility with the rest of the staff within the school and the Governing Body. Students with SEND are not the responsibility of the SENCo or Learning Support staff alone. All teachers recognise their professional responsibilities as teachers of students with special educational needs or disabilities. Subject teachers have responsibility for overseeing, planning and working with each student with SEND in their class to ensure that progress is made. They have responsibilities to plan lessons taking into account the individual needs and abilities of all students within their teaching groups. Heads of Department and Heads of Year have responsibilities for monitoring the progress of all students within their departments and year groups. Pastoral staff, including Heads of Year, have key responsibilities for the personal development, welfare and behaviour of all students, regardless of need.

8.2 Responsibility of the Governing Body

The Governing Body at Highfields School promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND
- being familiar with key legislation and policy
- fostering communication between parents/carers of children with SEND and the school
- meeting with the SENCo/ Learning Support staff and visiting classrooms
- ensuring they have an understanding of the role of the SENCo and how students are supported
- developing an awareness of the types of SEN present within the school cohort





- understanding how funding received for SEND is allocated by the school and evaluating the effectiveness of its use
- attending training in relation to SEND
- reviewing and monitoring the effectiveness of the SEND Policy

The Governor with responsibility for SEND is Jodie Rogers, she can be contacted via the school.

8.3 The Headteacher is responsible for:

- Implementing this policy
- Encouraging, supporting and acclaiming good practice
- Ensuring staff are aware of their responsibilities.
- Ensuring those with responsibilities in this policy have the training necessary to discharge their duties.
- Oversight of all matters of Inclusion and ensuring that every effort is made to meet the individual entitlement of every student
- Monitoring the work of Learning Support and Inclusion at Highfields School and managing the performance of the SENCo

9. Arrangements for co-ordinating SEND provision

The main methods of provision made by the school and led and coordinated by the SENCo are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum and/or access to a Teaching Assistant if required
- Tailored intervention that is regularly evaluated for impact eg Literacy Catch up Programmes
- Weekly life and social skills sessions eg Nurture Groups, Positive Support led by Inclusion Teams.
- In-class support with resources or specialised equipment
- Support from specialists within class or as part of an agreed and monitored withdrawal programme
- Emotional Support e.g. 'Time Out' available in the Inclusion Base, mentoring coordinated by Inclusion Base Managers

10. Accessibility for students

Over recent years the Local Authority (DCC) have worked with the school to substantially improve the accessibility of our buildings ensure our buildings are accessible. The school has undergone significant building work to improve accessibility in the following ways:

- Increased access for physically impaired students
- Disabled toilet facilities
- Provision of adapted tables for wheelchair users
- Lifts to enable users to fully access all specialist areas
- The school has evac-chairs for use in the event of a fire





Improvements in accessibility to our buildings continue to be made and are included within an Accessibility Plan. This also incorporates wider developments to improve accessibility, for example to the curriculum and learning.

The school Health & Safety officer carries out full risk assessments.

11. Allocation of resources for vulnerable students, those with SEND

The Governing Body oversees this expenditure of the school budget for SEND and therefore ensures resources are directed to support appropriate provision as outlined in this policy. The school allocates SEND funding in the following ways:

- Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet students' needs more effectively
- Specialist books, resources and equipment
- Specialist assessment materials
- In class and withdrawal support from the SENCo or other members of support staff
- Outside providers to deliver targeted programmes
- Purchasing and maintenance of ICT and electronic equipment

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. At Highfields School we have made changes to:

- practices or procedures
- physical features
- how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

12. Evaluating the success of provision

The SEND register is a fluid working document that is constantly updated and therefore the numbers of students on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of any individual plans, targets and Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the students themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision will be offered and interventions modified.

13. Working in partnership with parents/carers

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the students with





parents/carers and take account of their views. It is hoped that this will assist in supporting students to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

The school prospectus and website contain details on special educational needs and parents/carers may request a copy this policy.

This policy is available on the school's website.

14. Complaints procedure for parents/carers

Any complaints should first be raised with the SENCo, then if necessary with the Headteacher and finally, if unresolved, with the Governing Body.

15. Links to support services

Highfields School works in partnership with outside agencies such as:

- Local Inclusion Officer
- Behaviour Support Services
- Multi Agency Team (MAT)
- Physical, hearing and visual impairment teams
- Health and Social Care
- Educational Psychology
- Educational Welfare
- Child Adolescent Mental Health Services
- Autism Outreach
- Occupational therapist, physiotherapist

Each Head of Year meets with the SENCo and Inclusion managers on a regular basis (SGG meetings) to review the progress and share concerns issues and strategies regarding SEND students. If concerns persist, in spite of interventions, cases may be taken to the SGGX group. This group is made up of key school staff and members from external agencies, who meet twice a term to share knowledge and expertise, and to seek solutions. The ultimate aim is to ensure the best possible support is available to our students. Permission will always be sought from parents before a student is discussed at SGGX meetings and there is a protocol which all professionals involved have agreed to follow (see appendix 1).

Members of external agencies are also invited to meetings in school to give advice to staff and to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into the student's intervention/provision.

The school promotes the 'team around the family approach' and meets with other professionals, where appropriate, to ensure early identification and assessment of SEND.

16. Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy.





In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENCo and Governors
- Parents/carers
- Students
- Outside Agencies

Student's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success in making progress
- Use of standardised tests including reading, spelling ages and numeracy levels
- An analysis of external tests including GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Annual Review meetings
- National performance data
- Reports provided by outside agencies including Ofsted

17. Key legislation and information

Key legislation informing this policy includes:

The Education Act (1996)

The SEND Code of Practice (2014)

The Equality Act (2010)

Key Local and National Agencies who advise SENCOs or Parents:

Parent Partnership (PP) – parent.partnership@derbyshire.gov.uk

NASEN

Local Inclusion Officer (LIO) – Lisa Smith – lisa.smith@derbyshire.gov.uk

18. Associated Documents

Appendix 1 - Protocol for SGGX meetings

Appendix 2 - SEND information for parents (also displayed on school web site)