



Special Educational Needs and Disabilities (SEND) Policy

September 2023

Introduction

At Highgate Primary School all children are entitled to a fully inclusive education and are supported to achieve success in their learning. To this end we ensure that all children with special educational needs and disabilities are identified at the earliest opportunity and appropriate action is taken to support their learning.

Definition of Special Educational Needs and Disabilities

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a special educational need if they have:

- A significantly greater difficulty learning than the majority of children of the same age
- An emotional and/or behavioural difficulty
- A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in community schools

Children must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Policy Aims

- To identify children with Special Educational Needs and Disabilities at an early stage
- To enable children with Special Educational Needs and Disabilities to develop their skills and abilities and to make progress
- To enable all children to participate in every aspect of school life as fully as possible
- To promote and build positive relationships with families of children with Special Educational Needs and Disabilities
- To work in close partnership with families to include them in decision making and supporting their children
- To share the responsibility for meeting Special Educational Needs and Disabilities with all those involved with children including parents, class teachers, support staff, governors, the local authority and other professionals
- To seek the views of the child and takes these into account when setting and meeting targets
- To use additional staff and funding, when possible, to maximise learning opportunities for all children

Admissions

Highgate Primary School follows the admissions criteria set by the local authority. Children with an Education, Health and Care Plan (EHCP), are given priority for available places. Before admitting children with SEND to the school, the Special Educational Needs and Disabilities Co-ordinator (SENDCo) gathers as much information as possible about the child and his/her needs in order to optimise the smooth admission to the school. If necessary, meetings are set up prior to arrival to plan for the child's admission. A transition booklet may be shared with the child before they start at the school. Wherever possible, relevant support is in place before a new child with SEND starts at the school in order to meet his/her needs from the start.

Highgate Primary School, in consultation with the local authority, ensures that all reasonable adjustments are made to meet the requirements of children with SEND on their arrival at school.

Roles and Responsibilities

Special Educational Needs and Disabilities Coordinator (SENDCo)

The school SENDCo is responsible for co-ordinating all aspects of Special Educational Needs and Disabilities provision within the school. This includes:

- Working closely with class teachers in the early identification of children with SEND, including classroom observations, relevant assessments, and meetings with parents, and pupils where appropriate
- Regular communication with all people involved in the day-to-day operation of the school's SEND policy
- Co-ordinating meetings with parents to discuss and agree provision for children receiving SEND Support
- Applying for EHCPs for relevant children, where progress is not made despite intervention, and needs remain high
- Making appropriate referrals for support or assessment to relevant agencies
- Holding consultation meetings with parents of children with SEND who do not have an EHCP at least twice a year
- Organising and holding Termly Reviews for children and parents of children with an EHCP, one of which will be a formal Annual Review
- Ensuring all paperwork for Annual reviews is completed and shared in a timely manner
- Carrying out actions raised in termly Pupil Progress Meetings by Deputy headteacher, class teachers and the head teacher to discuss the progress of all pupils, including those with SEND
- Regular communication with class teachers and SEND support staff, including guidance and support on planning and delivering an individually tailored, effectively differentiated curriculum for some children with SEND
- Providing and signposting parents and staff to resources available to support our pupils with SEND
- Reviewing and updating the school's SEND register
- Reviewing and updating the school's SEND Information Report, and the SEND Policy, published on the website
- Liaising with external support agencies and professionals
- Liaising with the local authority on SEND issues
- Organising and participating in in-service training
- Liaising with the SEND Governor at least termly to discuss issues and share details of the updated SEND register
- In consultation with the Headteacher, leadership team and governors, identifying priority targets linked to the School Development Plan
- Producing an action plan for SEND
- Provision mapping: planning SEND interventions and assessing their value and impact
- Contributing to the Head Teacher's Report to governors half termly on SEND practice and developments in the school

The Co-Headteachers

The Co-Headteachers have overall responsibility for SEND provision and meets regularly with the SENDCo to monitor policy implementation and quality assure practice.

The Governing Body

The governing body is fully involved in developing and monitoring the school's SEND policy.

All governors, especially the SEND governor, have up-to-date knowledge about the school's SEND provision and funding, and how it is deployed.

The Governing Body monitors the quality of SEND provision and where appropriate incorporates development targets into the School Development Plan.

Class teachers and the Curriculum

Class teachers are responsible for ensuring the progress of all children in their class, including those with suspected or identified SEND. Their responsibilities include:

- Providing high quality teaching, adapting and adjusting the class curriculum to help all children to access the National Curriculum and to develop social and personal skills
- Liaising with parents and the SENDCo when they suspect a pupil in their class may have a particular SEND
- Following school assessment procedures so that children with SEND can be identified at an early stage
- Planning an individual curriculum for children with SEND, if adaptations have not enabled them to access the class curriculum
- Supporting and directing any additional adults who are supporting children with SEND in their class
- Setting individual targets for children with SEND
- Assessing children's progress against their individual targets, and adapting them as necessary
- Attending termly Pupil Progress Meetings to report on the progress of all the children in their class, including those with SEND
- Attending Termly Review Meetings with the SENDCo and parents of children with SEND
- Attending and providing reports for the Annual Reviews of those children with an EHCP

Children's Views

All children should be involved in every stage of the SEND procedure including review meetings, setting targets and reviewing targets. At Highgate Primary we recognise that some children's level of involvement will be limited, particularly in the Foundation Stage. We also understand that this involvement may be confusing and stressful for some children, however we will endeavour to seek their views in an age-appropriate way. The level of a child's involvement in the review meetings will vary from pupil to pupil, with full attendance, partial attendance and non-attendance all possible. In all cases, the child's view will be sought in advance of the review via the completion of a child-friendly form, for which support is available for them to complete.

Identification of SEND

The school's Assessment Policy requires teachers to assess and record children's progress on an ongoing basis in all areas of the curriculum. Class teachers use their knowledge of each child to set individual targets for further progress in Reading, Writing and Maths. Tracking data is collated and discussed at the termly Pupil Progress Meeting, and through this process, children in need of additional support are identified and appropriate support is agreed. Concerns about a child's progress may also be registered at other times should the teacher or parent highlight a concern.

Initial Concern

When a concern is initially raised, the class teacher will discuss the concerns with the parents and SENDCo, as appropriate. The class teacher completes an 'SEND Initial Concern Form' highlighting the

nature of the concern. A timetable is set to make further observations and assessments, and to plan, implement and review additional support for the child.

After an agreed period of time, the school's Inclusion Team will meet with the class teacher and parents to decide whether to place the child on the school's SEND Register. This is a school record of all pupils with an EHCP, or those in receipt of SEN Support (see 'Children in receipt of SEN Support' below). It identifies the nature of the SEND and briefly records the support in place. The school will place a child on their SEND Register if one or more of the following applies:

- The child has made little or no progress, despite teaching approaches implemented that target a child's identified area of weakness
- The child shows continuing difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- The child presents persistent emotional and/or behaviour difficulties which need additional resources to manage
- The child has sensory, physical, interaction or communication problems and continues to make little or no progress despite the provision of specialist equipment and/or support

In addition, the SENDCo may carry out, or request, any appropriate additional assessments that will provide further information about a child's need. This may include assessments by external agencies, such as the Speech and Language Therapy Service, or the Educational Psychology Service.

Supporting children with SEND

Children with SEND will be supported at two different levels:

- Children in receipt of SEN Support
- Education Health Care Plans (EHCPs)

Children in Receipt of SEN Support

When a child is placed on the SEND Register at the level of 'SEN Support', the child's class teacher, in consultation with the school SENDCo, produces an Individual Plan (IP). This details the specific interventions that are to be put in place for the child, specifies individual targets and outlines the additional support that will be provided. The IP is shared with parents and staff involved.

A wide range of strategies is used to support children with SEND. There are increased adaptations to the curriculum and the class teachers and teaching assistants carry out the interventions that have been planned. A separate programme of work may be drawn up to achieve the targets. On occasions, a child with SEND may work outside of the classroom, either individually or in a small group, or in another class if the curriculum is considered to be more appropriate for that child.

Review

Progress is reviewed termly through the class Pupil Progress Meetings between the Headteacher, Deputy Headteacher and class teacher. Termly Review meetings with the parent and class teacher, and SENDCo where appropriate, are held to discuss progress against targets. In certain cases, external professionals may be involved in the review, and the child may also be invited. Where appropriate, reviews may be held half termly. If progress is good and targets are consistently met, a child will be removed from the school's SEND Register.

The child will remain on the school's SEND Register if, despite receiving an individualised programme and/or concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period and continues working at a level substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy skills and numeracy skills
- Has behavioural or emotional difficulties which substantially and regularly interfere with their own learning and that of the class group despite having an individualised behaviour management programme

- Has sensory or physical needs that require additional specialist equipment or regular visits from outside professionals, providing direct specialist intervention to the pupil or advice to the staff
- Has on-going communication or interaction difficulty that impedes the development of social skills and causes substantial barriers to learning.

If the child is making little or no progress despite significant school-based support, the SENDCo, in conjunction with the class teacher and parents, will request additional external support and/or advice from appropriate external professionals. If, during the assessment and referral process, it becomes apparent that support from other bodies (such as social care or family support) should be sought, the school may also make a referral to Early Help or any other agency.

Where referral forms are required to gain support from relevant outside agencies, parental permission must be given in order for the school to access this additional support for the child. If parental consent is not forthcoming, the school will consider any and all other options to provide additional support for the child.

If the referral is accepted, the specified professional, e.g., Educational Psychologist or Speech and Language Therapist, will work with the school, parents and other professionals involved and determine the appropriate type and level of support.

Education Health and Care Plan (EHCP)

If progress remains less than satisfactory, or has deteriorated, the school, in partnership with parents and any other professionals involved, may request the Local Authority (LA) to make a Statutory Assessment of Needs that may lead to an Education Health and Care Plan (EHCP). The LA gives an EHCP when a mainstream school is unable to meet a child's severe and complex needs from its existing resources. Parents are involved throughout the process. For any request to be successful, the school must demonstrate that they have followed the 'Assess, Plan, Do, Review' cycle in respect of the individual pupil.

The following evidence is collated to support this request:

- The school's SEN Support to date
- Intervention Plans for the child and assessment of their impact
- Records of review meetings and their outcomes, including any changes made to the provision
- Progress data
- Educational and other assessments, for example from a Speech and Language Therapist or an Educational Psychologist
- Views of the parents/carers and of the child
- Any involvement by the social services or Education Welfare Service
- The child's medical history where relevant.

The LA has a period of six weeks from submission of the Request to inform parents whether or not they intend to proceed with the Needs Assessment. If proceeding, they have a period of time in which to collate the evidence in order to inform their final decision. If they decide to issue an EHCP, they have a total of 20 weeks from the date of submission of the Request in which to issue the Plan.

Once the EHCP is finalised it is a legal document and specifies the nature of the child's SEND, the SEND provision from the LA and the school, the short-, medium- and long-term outcomes sought, arrangements for monitoring progress, the type of school, and non-educational needs with non-educational provision.

The progress of children with an EHCP is reviewed at least termly through Pupil Progress Meetings and Termly Reviews, in the same way as it is for children in receipt of SEN support. In addition, the school and other involved parties hold a more in-depth annual review of the EHCP. At this meeting, the views of the child, the family, the school and all relevant professionals will be sought. In addition, parents are invited to bring a friend or family member if they would like. The child's successes will be celebrated, new outcomes will be set, and there will be a discussion of what is and is not working well. Any requests for amendments or changes will be forwarded to the LA. EHCPs can be amended or cease to be maintained.

Transition and Communication

At the end of each school year, class teachers meet to share and pass on pupil records and essential information about children with SEND. Where appropriate special transition arrangements will be made for pupils with SEND, such as individual transition books, or additional time spent in their new classroom prior to the move, to assist in the transition process. Class Transition Folders include important SEND information, including details of past or ongoing interventions, and pastoral information.

If a child with SEND leaves the school during the primary years and at the time of secondary transfer, SEND records are passed on to the receiving school and meetings may be held prior to transfer. Similarly, information is sought from previous schools for new children entering Highgate Primary School.

External Support and Liaison

The school has links with a wide range of support services including Educational Psychologists, Haringey Language and Autism Support Team, Haringey Hearing Impaired Team, Speech and Language Therapy, the Educational Welfare Service, The Markfield Centre, the Haringey Learning Partnership and the school nurse. The SENDCo is responsible for liaising with all the above agencies and for enabling class teachers and parents to meet with appropriate staff. Where requested by parents, the SENDCo will also liaise with other professionals privately engaged by the parents of children with SEND, such as private occupational therapists.

Links to other policy documents

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Equalities Policy
- Curriculum Policy
- Highgate Primary SEND Information Report

Staff responsible

Emma Healy:

Rebecca Lewis and William Dean:

Liam Frost:

Haringey SEND:

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SEND Governor

www.haringey.gov.uk/localoffer

Policy Monitoring and Review

A copy of this policy is available to all staff and parents and is published on the school website. Parents will be made aware of this policy when their child is admitted to this school.

This policy is reviewed annually by the Governors' Curriculum Committee.