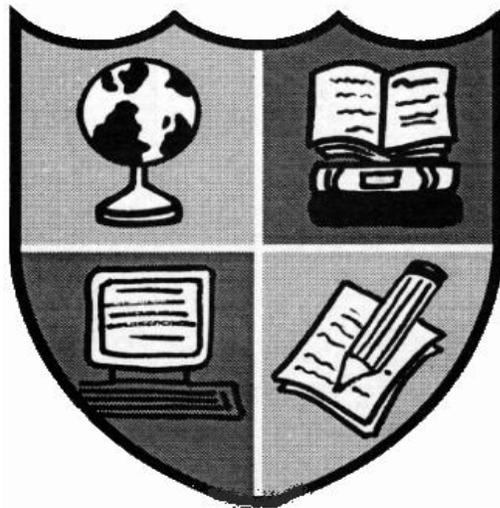


# Highfield Primary School



HIGHFIELD

# SEN Policy

Policy written by: Miss S Weller & Miss V Barrera

Revised by Miss S Weller (KS2 SENCO National SENCO Award for SEN 2014) & Miss V Barrera (Reception/KS1 SENCO- National Award for SEN 2013)

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Review and Ratified by Governors: March 2016

### **School vision**

**Every teacher is a teacher of every pupil including those with SEN and Disability. We aspire to raise the expectations of all pupils with SEN and disability.**

### **Aims**

- Provide an inclusive environment, where children are able to access a curriculum that meets the needs of all learners;
- Meet individual needs through a wide range of provision;
- Map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes;
- Narrow the gap in attainment between vulnerable groups of learners and others.
- Identify the roles and responsibilities of staff in providing for children's needs;
- Monitoring vulnerable groups progress and providing support, advice and training for staff
- Work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners;
- Work in partnership with parents and carers to ensure that parents are kept informed and are able to play their part in supporting their child's education.

### **Inclusion Statement**

In our school we endeavour to offer excellence and equality of opportunity to all of our children, whatever their ability or needs. We have high expectations of all our children and we aim to remove all barriers to learning. We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success and strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. Some reasons for under achievement may be attendance and punctuality, health and welfare, EAL (English as an Additional Language), LAC

(Looked After Children), being in receipt of PPG (Pupil Premium Grant) and Disability. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

-Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

### **Objectives**

- To work to the guidelines set out in the Code of Practice
- To operate a 'whole pupil' approach to the management of special educational needs (every teacher is a teacher of SEN)
- To identify and provide for pupils who have special educational needs and other needs.
- To ensure access to the curriculum for all pupils
- To provide a Special Educational Needs Co-ordinator who will work with the SEN inclusion policy.
- To work closely with support services and outside agencies to identify and assist children with SEN, i.e. Ladywood Outreach Team, the health service and social services, SALT, Educational Psychology
- To provide support and advice for all staff working with special educational needs (Training)
- To develop and maintain partnerships with parents

### **Involvement of Pupils**

- We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:
  - State their views about their education and learning;
  - Share in individual target setting across the curriculum so that they know what their targets are and why they have them;
  - Self-review their progress and set new targets;

### **Partnership with Parents/Carers**

- The school aims to work in partnership with parents and carers and encourages an active partnership through an on-going dialogue. We endeavour to:
  - Work effectively with all other agencies supporting children and their parents.
  - Give parents and carers opportunities to play an active and valued role in their child's education.
  - Encourage parents and carers to inform school of any difficulties they perceive their child may be having which may need addressing.
  - Have regular meetings to share the progress of vulnerable groups of learners with their parents/carers, focusing on the child's strengths as well as areas of additional need.

- Provide all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

### **Roles and Responsibilities**

The roles and responsibilities within our school community are as follows:

#### **The Role of the Governing Body.**

- Have due regard to the Code of Practice and Equality Act when carrying out its duties toward all vulnerable learners.
- Identify an SEN governor to have specific oversight of the school's provision for vulnerable learners. (currently Mrs Cooper)
- The SENCO/ SEN governor/Head teacher will ensure that all governors are aware of the school's SEN provision.

#### **The Role of the Headteacher.**

- Ensuring all stakeholders implement the SEN policy
- Ensuring that all members of staff are aware of their responsibility as every teacher is a teacher of special needs.
- Have overall responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions, which will maximise learning opportunities for all.
- Have due regard to the Code of Practice and Equality Act when carrying out its duties toward all pupils with Special Educational Needs and vulnerable learners.

#### **The Role of the Special Educational Needs Co-Coordinator.**

The SEN leaders in school are Miss Barrera for Reception/KS1 and Miss Weller for KS2. Their roles include:

- To map whole school provision for vulnerable learners.
- Maintain a list of pupils with Special Educational Needs.
- Co-ordinate provision for children with Special Educational Needs and vulnerable learners.
- Liaise with and advise teachers.
- Oversee the records on all children with Special Educational Needs.
- Liaise with parents of children with SEN, in conjunction with class and Senior Leaders.
- Contribute to the in-service training of staff.
- Implement a programme of Annual Review for all pupils with a statement of Special Educational Need or Education Health Care Plans.
- Carrying out referral procedures to the Local Authority to request multi-professional involvement when it is suspected, on strong evidence arising

from previous intervention and support, that a pupil may have a Special Educational Need.

- Oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils on the provision map;
- Evaluate regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Liaise with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attend SENCO network meetings and training as appropriate.
- Liaise with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs.
- Liaise closely with a range of outside agencies to support vulnerable learners.

### **The Role of the Class Teacher.**

Liaise with the SENCO/Senior Leaders to agree:

- which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on the provision map - but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional.
- Secure good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities
  - Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets, which are genuinely "additional to", or "different from" the educational provision made generally for children of their age in schools
  - Ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Identifying Special Educational Needs**

#### **1. Communication and interaction**

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Those with speech, language and communication needs (SLCN) cover the whole ability range. Children and young people with an Autism

Spectrum Disorder (ASD), including Aspergers Syndrome and Autism, have difficulty in making sense of the world in the way others do. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

## 2. Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

## 3. Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and

young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

At Highfield, we provide pastoral support for children who may be struggling with emotional and social difficulties through a learning mentor or accessing outside agencies for advice, support and training.

#### 4. Sensory and/or physical

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments. Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

#### A Graduated Approach to SEN Provision

The role of the class teacher is to provide Quality first teaching for all pupils in their class. However children who are not making adequate progress will receive targeted interventions. If the child is not making progress after the intervention they are then added to the SEN register. Their needs are investigated further with more specific individual targeted interventions looking at costing through provision mapping. The impact of these specific interventions will be closely monitored and if no further progress is being made a specialist will be contacted for further advice. The specialist(s) will provide further guidance and support which will then be used to implement further personalised intervention. The costing will be monitored through the provision map. This cycle will continue until the costing breaks the threshold for the Higher Needs Funding.

#### Assessment

Assessment is ongoing from the moment a child enters school. Assessment should inform the class teacher of progress made in all teaching and learning. In addition to teacher assessment at Highfield we have in place a rigorous assessment programme, which informs us of progress made, and any difficulties being experienced by the children. All class teachers regularly monitor the progress of all

children in their class and input data onto class trackers. The progress of SEN children is monitored on class trackers each term and also monitored by the SENCO and assessment co-ordinator.

**Date for Review of Policy: March 2017**