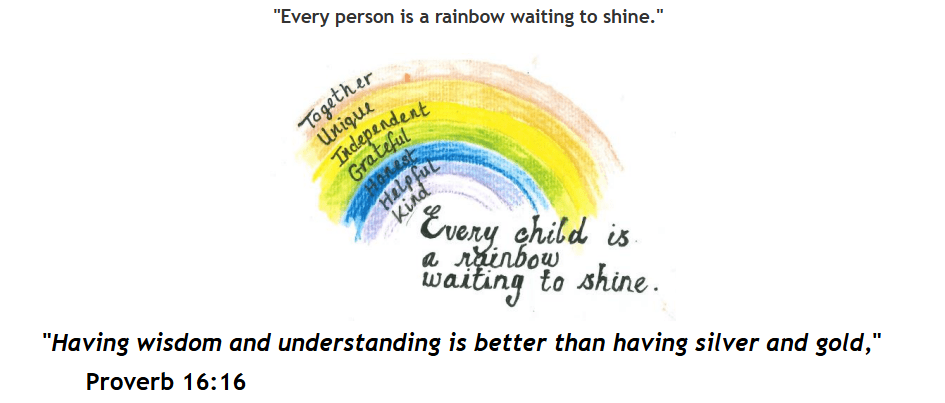
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**Special Educational Needs Policy**

**2024 - 2025**

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| **Approved by:** | Trustees | **Date:** 13.10.24 |
| **Last reviewed on:** | October 2024 | |
| **Next review due by:** | September 2025 | |

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**School Vision**

At Highburton C.E First Academy, our vision is to cultivate a vibrant learning community where every child is valued and empowered to flourish. We envision a school where kindness, helpfulness, honesty, and gratitude are woven into the fabric of daily life. Our commitment is to nurture independent thinkers who celebrate their uniqueness and embrace the power of collaboration.

**Introduction**

Highburton CE First Academy aims. to create a safe, caring and happy school community of children, staff and parents where Christian values are upheld and every child is valued as an individual.

To nurture creative, independent thinkers within an engaging and varied learning environment that offers inspiration and opportunity.

 This policy has been drawn up by the SENDCO, Senior Leadership Team and staff, in consultation with the Governing Body.

This policy complies with the statutory requirements in the SEND Code of Practice 2014 and should be read in conjunction with the following guidance, information and policies:

* The school’s SEND information on the school website (SEND Report)
* The LA Guidance – ‘Children & Young People with SEND; Guidance – School Based Support’
* Statutory Guidance on Supporting Pupils at School with Medical Conditions
* The Safeguarding Policy
* Accessibility Plan

**Definition of SEND**

Has a significantly greater difficulty in learning than the majority of children of the same age.

Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.

The SEND Code of Practice (2014) specifies four broad areas of need:

· Communication and Interaction (including Autism Spectrum Disorder)

· Cognition and Learning

· Social, emotional and mental health difficulties

· Sensory and/or physical needs.

**Objectives**

* To work within the guidance laid down in the SEND Code of Practice 2014.
* To identify and put in place appropriate provision for pupils who have SEND and Additional Needs.
* To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil’s needs (Assess, plan, do, review model).
* To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
* To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEND Policy is put into practice.
* To provide support and advice for all staff working with SEND pupils.

**School Procedure for Identifying and Responding to the Special Educational Needs of Pupils**

Meeting the needs of all of the children in the school is up to individual teachers and their skills with support and advice from colleagues including the SENDCO.  When school/teacher assessment procedures indicate that a child is not responding as expected or is having increasing difficulties the teacher will seek advice from the SENDCO and try alternative strategies in the classroom as part of their quality first teaching to resolve the problem.

The class teacher will speak to the SENDCO about their concerns and what strategies they have already tried.

The class teacher will speak to the child’s parents at this point to find out if they can help in identifying the reasons for any change in learning patterns or behaviour and how they can support the school in helping their child.

If the teachers and the parents agree that interventions that are additional to or different from the school’s differentiated curriculum and strategies are needed the child will be placed on the Special Needs Register at *SEN Support* level and parents informed.

**SEND Support**

The class teacher and SENDCO will liaise and ensure that appropriate strategies or interventions are used to promote learning and result in progress.

These may include:

* use of different learning materials
* use of specific internal intervention programmes
* use of special equipment
* individual or group support
* staff development or training in alternative strategies
* adult time to plan interventions and/or monitor progress
* occasional advice from outside agencies.

If reasonable adjustments and learning needs to be broken down then a Supporting Me to Learn plan will be written.

If the child continues to make little or no progress in their area of need a decision will be made by the class teacher, SENDCO and parents to seek help from outside agencies. This remains *SEND Support* but may need more individualised actions to result in personalised outcomes recorded in a *‘My Support Plan’ for a more complex level of support.*

Advice on how to meet the desired outcomes listed in *‘My Support Plan’* will be sought from relevant agencies and the progress towards these outcomes will be reviewed termly.

The class teacher and SENDCO will be responsible for organising the interventions set down in the *My Support Plan*. The interventions will, for the most part, be carried out by the school, but could involve direct input from outside agencies.

The parents and the child should contribute to the writing of the *My Support Plan.*

If progress towards the outcomes is not made a request for a Statutory Assessment will be made to the Local Authority which may result in the production of an *Education Health and Care Plan.*

**Statutory Assessment**

School will present its documentary evidence to show what strategies and interventions have been carried out.  Evidence from assessments made by other professionals will be submitted to the LEA and any additional assessments arranged.

Included in the evidence could be information about:

* Supporting Me to Learn plans
* *My Support Plans*
* records of reviews and their outcomes
* input from interventions
* the pupil’s health and medical history where relevant
* attainment levels and records of progress
* educational and other assessments e.g. from educational psychologist
* views of parent and child
* any involvement by social services etc
* samples of work.

The LEA will consider whether the evidence clearly indicates a special educational need, which needs an *Education Health and Care Plan*

During this assessment period, the child will continue to be supported using the processes described in *SEND Support*

In exceptional circumstances a child may be referred for Statutory Assessment as soon as a diagnostic or medical assessment has been carried out.  This will be done if school considers that the child’s needs cannot be met or that the child needs immediate specialist intervention.  The SENDCO will discuss such children with the Headteacher as soon as the concerns are raised.

**Education Health and Care Plan**

If a statutory assessment results in a child being given an *Education Health and Care Plan (EHCP),* the governors of the school are legally responsible for ensuring that the funding provided through the plan is used to support the named child as stated in the EHCP document.

Once an *EHCP* accepted the SENDCO will make sure that:

* the child’s records are maintained
* teachers monitor and review the child’s progress on a regular basis
* the school’s usual pastoral and curriculum monitoring processes are used
* The progress towards outcomes in the *EHCP* is reviewed at least termly
* the requirements of the *EHCP* are met

A formal annual review meeting with parents/SENDCO and outside agencies will monitor the relevance of the *EHCP* and the school’s adherence to the *EHCP*’s requirements.  Any change in the child’s needs will trigger a review meeting at the earliest opportunity.

**Administration Details**

A list of children on the SEND register will be kept by the SENDCO (Special Educational Needs and Disabilities Co-ordinator).

An individual file will be kept for the records of those children who have a record of assessments related to SEND, Supporting Me to Learn Plans, My Support Plans and Education, Health and Care Plans or reports from outside agencies. Electronic copies are securely stored.

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| Roles and Responsibility  **The Class Teacher**     * To assess a child’s special needs at the earliest opportunity on entry to the class, or when the child’s work consistently falls below the standard achieved by the rest of the year group. To identify child to the SENDCO in order for child to go on SEND register. To pass on any information from parents regarding SEND to SENDCO. * To provide adaptive and differentiated teaching resources through ‘Quality First Class Teaching’ with due regard to the class focus, curriculum requirements and classroom management.  This may be done in consultation with the SENDCO. * To determine which teaching strategies to use. * To assess and review progress using **Assess**, **Plan, Do, Review** model (SEND Code of Practice 2015) * To liaise with parents explaining how the school is supporting their child and make suggestions as to how the parents can reinforce work being carried out at school. * To set and share with parents the termly targets for each child and discuss their progress. * To write and implement Learner Profiles and/or Supporting Me to Learn Plan for each child who requires extra support. These plans will be reviewed termly. * To support the SENDCO with the writing of any My Support Plans and write short term targets on Supporting Me to Learn plans. * To write and review short term outcomes termly on Supporting Me to Learn plans that link to the long term outcomes written in *Education Health Care Plans.* * To attend appropriate in-service training.     **Support Assistant**    Working alongside the class teacher, the teaching assistant will be required to:     * Work in partnership with the class teacher in the best interests of the child. * Be aware of the targets of those pupils that they are working with. * Help the child to work towards those targets. * Encourage appropriate independence * Value work produced by the child/children and to praise all efforts. * To undertake appropriate training as suggested by the SENDCO. * Contribute to reviews/inform planning.   **Special Educational Needs and Disabilities Co-ordinator**    School will have a designated Special Educational Needs and Disabilities Co-ordinator (SENDCo) – Jo Illingworth.   * To attend courses and read the latest named publications in order to keep abreast of current legislation, philosophy and initiatives. * To inform all staff of the above. * To assist and advise teachers and support assistants in the identification and education of children with special educational needs and disabilities. * To monitor quality and impact of Learner Profiles, Supporting Me to Learn plans, Behaviour plans*,* *My Support Plans* and *Education Health Care Plans* * To liaise with outside agencies as required. * To ensure the completion of paperwork requesting the intervention of any outside agency including the psychological service. * To inform the governors, especially the named SEND governor, on all matters concerning SEND within the school. * To be responsible for the organisation of annual reviews, including the distribution of relevant paperwork to all concerned. * To keep an up-to-date Special Needs Register. * To monitor the progress and achievement of children with special educational needs and disabilities. * To manage and update SEND resources. * To have a knowledge of interventions being deployed throughout school and their impact on pupils’ progress. * In consultation with Headteacher manage the deployment of Teaching Assistants. * Liaise with parents of SEND pupils.     **Headteacher and Governors**     * To have a named governor for Special Educational Needs and Disabilities (Rebecca Rowland) who will meet with the SENDCO to discuss any issues arising and to be kept informed about the School’s SEND Register.  Governors will not be given confidential or personal information. * To ensure all children are receiving their entitlement. * To oversee the records of all pupils with special needs.     **Curriculum Access**    All children receive full access to all aspects of the school curriculum.  Once an assessment of a child has been undertaken short term achievable targets are set by the class teacher in discussion with the child. These may involve work in more than one area of the curriculum and help support different aspects of the child’s SEND needs. Areas of need may fall into the categories of: Cognition and Learning, Communication and Interaction, Social and Emotional, Physical or Sensory.  The class teacher, SENCO and support assistant are responsible for ensuring that opportunities are given in order to meet these targets and that parents have shared the targets so they can support their child at home.  Staff organise their classrooms and the available support in a way that is suitable for them and the children they teach.  Each teacher has a flexible approach to pupils grouping, in order to promote effective involvement.  These approaches will include:   * Mixed ability groups. * Social groups * Interest groups * Ability based groups * Individualised learning     **Inclusion**    Children with special educational needs and disabilities are fully integrated into all aspects of school life.  Where children require individual programmes, these are, wherever possible, provided in a fully integrated mainstream classroom setting.  **Equal Opportunities**    An aim of our school policy is to foster equal opportunities.  We endeavour to provide opportunities that will promote all children and inhibit none.  We aim to provide opportunities to enable children to make the greatest possible progress, regardless of their learning aptitude, social background, religious beliefs or gender.  We promote positive attitudes and respect between all children.    **Success Criteria**    The school’s policy is constantly monitored and reviewed through discussion amongst staff.  Special educational needs and disabilities are included in the head teacher’s annual report to governors and the policy is reviewed regularly in consultation with all staff.    The criteria for judging the success of the policy are:     * Progress of children with special educational needs and disability in the acquisition of basic skills. * Progress of children in the development of appropriate personal, social and independence skills including the development of self-esteem and their social and emotional mental health. * Feedback from staff, parents and support staff.   Supporting Pupils/Students and Families  We firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child’s needs and how best to support them, and that this gives them a key role in the partnership.  We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child’s SEND. We would advise any parents with a concern regarding their child to come into school and discuss this with the Class teacher and SENDCO. The Pyramid SEND Local Offer is published on our website, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:  Our admissions arrangements which are available on the website  Our links with other agencies which are available through the Pyramid Local Offer and Kirklees Local Offer available on the website at SEND Information   * Our school policy on managing medical conditions of pupils which is available on the website at School Office / School Policies   **Criteria for Exiting the SEND Register**  Children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle. Children exiting the SEND Register are monitored to ensure they continue to make expected progress, which is bench marked against National Expectations.  **Supporting Pupils at School with Medical Conditions**  At Highburton CE First Academy we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and 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 may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.  Please see our Medical Needs Policy for more information.  Supporting Pupils at School with Behavioural Conditions  The SEND Code of Practice (2014) no longer allows for the identification of behaviour to describe SEND. Any concerns we may have about a child/young person with behavioural needs would form an underlying part of a wider need (see areas of need above) which we have recognised and identified clearly. At Highburton CE First Academy we recognise that children and young people at school with behavioural needs should be properly supported so that they have full access to education, including school trips. Children may be supported by an individual behaviour plan (IBP) or a personal support plan (PSP). These may include positive handling plans (PHP) and or temporary reduced timetables. Where a child’s needs cannot be met through school provision alone a Single Point Referral may be necessary to find the appropriate support, and sometimes Specialist Provision may be necessary. Some children may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.  Supporting Pupils and Families with looked after status  All Looked After Children will have a Care Plan. The Care Plan will specifically include a Personal Education Plan (PEP) and a Health Plan which will particularly assess and set out the child’s education and health needs. It may be through making these assessments that a child’s SEN may be identified. We will work closely with other relevant professionals involved in the child’s life. Individuals may include social workers, designated doctors or nurses, independent reviewing officers and the identified Designated Teacher in school.  **Complaints**    As part of normal school practice, parents are welcome to discuss the provision made for their child with relevant staff.  Parents will be given the opportunity to be involved in the learning programme, and their concerns addressed.  If parents are concerned about any aspects of their child’s provision, they can discuss this further with the SENDCO and/or the Headteacher.  If concerns persist, parents can contact the named Governor.  The school is committed to responding to parents queries as soon as possible.  Funding for SEND  All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools’ block formula allocation. It is the responsibility of each school to ensure that they have a ‘notional budget’ which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:   |  |  | | --- | --- | | Element 1: Core Educational Funding | Mainstream per pupil funding | | Element 2: Schools Block Funding | Contribution of up to £6000 for additional support required by children and young people with high needs, from the notional SEND budget. | | Element 3: High Needs Top Up | Top Up funding from the LA to meet the needs of individual children and young people with EHC plans. |   The amount of money in the schools’ block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil’s SEND support.  Additional resources for EHC plans - Element 3 are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).  Workforce Development  An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCO to explain the systems and structures in place to support the needs of individual children and young people. The training needs are identified through the school’s appraisal process which links to the School Development Plan, and all staff are encouraged to access this. Specific training is provided dependent upon the needs of children in school.  The school’s SENDCO regularly attends the LA’s SENDCO network meetings in order to keep up to date with local and national issues in SEND. The school are actively involved in the Pyramid Additional Needs Partnership.  It was approved by staff:  It was approved by Governors:  Signed:  ............................................................................................... (Head Teacher)  ............................................................................................... (Chair of Governors)     |  |  | | --- | --- | | Term/ Acronym | Definition | | AN (Additional Needs) | Additional needs – covers issues associated with education, health and social care. | | EP | Educational Psychologist we work in a slightly different way with our EP, we meet as an Additional Needs Partnership (all SENDCOs from our half pyramid) to discuss needs. We also work individually with our EP with certain pupils. | | EHCP | Education, Health and Care Plan. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them. | | Intervention | Small group or 1:1 sessions which address a specific area of need. | | PCP | Personal Care Plan. This may be put in place to support a child with behavioural needs. The PCP will highlight the child’s strengths and indicate any specific adaptations to the learning environment needed to support the child. This may include approaches to teaching, giving instructions or triggers that can affect a child’s behaviour. | | PHP | Positive Handling Plan. This may form part of a PCP if a child needs support through positive handling. This will be drawn up in conjunction with staff and parents; and will identify the preferred methods of positive handling to use with the child. | | Provision Map | School may map out which children are receiving which intervention and when in order to assist then with evaluation and correct allocation of resources. | | SALT | Speech and Language Therapy | | SENDCO | Special Educational Needs Co-ordinator | | SEND | Special Educational Needs and Disability | | SEND support | Special Educational Needs support – for a child who receives input additional to quality first teaching, the child may have an Individual Education Plan. | | SPR | Specialist Provision Referral. The means by which a referral is made to the Specialist provision teams in one of 4 areas of additional needs. If the application is successful specialists will work with parents and school staff to better support that child.  The four areas of Additional Need are generally accepted as:  Communication and Interaction Cognition and Learning Social, Mental and Emotional health  Sensory and/or Physical | | Supporting Me to Learn Plan | This document breaks down learning into Short Term Outcomes. Teachers are responsible for writing these with parents and the child. Plans are reviewed termly. | | Team-Teach | Team-Teach provides training in behaviour supports and interventions. The training combines both theory and practice, emphasising the need for staff to show restraint rather than apply it! Providing a risk assessment structure to the selection of physical interventions that best allow the employer to provide a safer workplace for children and staff. All teaching and support staff undergo Team-Teach training as part of their induction. Whole school training is repeated every three years. | |