

High View Primary Learning Centre



Policy:	Special Educational Needs and Disability Policy	
Written by:	R. Marshall & S. Vaughton	
Approved by Chair of Governors	Signature	Name
		W.Ward
Approved by Head Teacher	Signature	Name
		T.Smith
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1. Intent and Aims:

High View Primary Learning Centre prides itself on being an inclusive school which aims to ensure that all children, irrespective of their race, gender, economic circumstances, or special educational needs and/or disability have their needs met as fully as possible. The school is committed to ensuring that there is equality of opportunity for all pupils.

2. Legislation and Guidance

What are Special Educational Needs?

- 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.
- A child under compulsory school age has a special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (Draft SEN Code of Practice 2013, 1.8)

What is a disability?

- The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.
- If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

3. Roles and Responsibilities

SEND Team

- Lead Special Educational Needs Co-ordinator – Mrs Sian Vaughton
- Special Educational Needs Co-ordinator- Mrs Rachel Marshall
- Assistant to Special Educational Needs Co-ordinators- Mrs Lesley Dodson

What support is available for parents of children with SEND?

- Your child's class teacher will work closely with you to ensure that you are clear about his/her needs and how they are being met in school. Your child's class teacher will also be able to give you ideas as to how you can support your child at home. Your child's class teacher is your first point of contact if you have queries or concerns regarding provision for your child.
- Mrs Vaughton & Mrs Marshall work closely with class teachers and parents to ensure needs of all children are met as fully as possible. They are on hand to answer more in-depth queries you may have regarding your child's needs and can support parents in accessing more specialist advice as required.
- Mrs Lesley Dodson is available to support parents in completion of paperwork in relation to SEND and will liaise with you to arrange meetings and ensure you receive the relevant paperwork relating to your child's special educational needs.
- The school's Parent Support Adviser, Mrs Stella Robinson, is available to support parents with general parenting enquiries, behaviour management advice including setting boundaries and developing routines as well as queries regarding personal finance, employment etc.

4. Implementation: Organisation/Planning/Inclusion

Provision for Children with Special Educational Needs and Disabilities at High View PLC

Provision for children with additional needs is provided at three levels (waves). These are:

Wave 1 – this refers to high quality differentiated teaching provided by teachers in class. The needs of most children can be met in this way with small group focus teaching provided by the teacher and other adults in class.

Wave 2 – some children require additional support, usually in small groups. This may be used to pre-teach learning, support children in consolidating or identify gaps in a child's learning. This provision is provided through a graduated approach which is carefully targeted to the needs of the children.

Wave 3 – a small proportion of children require support over and above that provided at waves 1 and 2. This support is usually provided on a 1:1 basis; it is highly targeted and is usually based on advice from other professionals e.g. the school's educational psychologist.

What interventions and support are available at High View PLC?

The school has access to a wide range of interventions and resources to support children with varying needs. Staff are trained to deliver these within school. These resources and interventions include, but are not limited to:

- Jump Ahead & Up and Away – aimed at improving gross and fine motor skills.
- WellComm – focuses on children's understanding of language and their expressive language skills.
- Special Time – aimed at building self-esteem and confidence to share, stretching language and developing positive relationships.
- Music Interaction, Time to Talk & Socially Speaking – aimed at improving social skills and the ability to interact with others.
- Harmony / THRIVE sessions – to support emotional development and build self-esteem.
- Additional reading, writing or maths sessions with teachers which are individually planned to meet the needs of children involved.
- Art Therapy – delivered by our trained art psychotherapist.
- Speech and Language Therapy Programmes delivered by Elklan trained staff.

Children may access one or more of these interventions at different points in their school lives. Staff members also design and run a range of programmes specifically targeted to the needs of pupils.

Additional advice from outside professionals

In some situations, school staff may feel that additional support and advice is required from outside professionals; this is always done in consultation with parents.

The school has access to advice and support from a wide range of professionals, including:

- Speech & Language Therapy
- Educational Psychology Service
- Barnsley Education Specialist Support Team (BESST) which includes Hearing Impairment, Visual Impairment & Social Communication/Interaction teams.
- School Nursing & Health Visiting team
- Paediatric Therapy – Physiotherapy & Occupational Therapy
- Community paediatrics – including paediatricians, specialist nurses and members of the ASD assessment team.

How does the school environment meet the needs of children with SEND?

- The school was built as part of the government's Private Finance Initiative (PFI) and opened in 2006. As a modern school, the building is fully compliant with Building Regulations in terms of disability access. The school building has wide corridors and a ramp which allows access to the school field. It is built over 2 levels with a lift providing access to the first floor.
- The school has a commitment to ensuring that the classroom environments meet the needs of the children as fully as possible. Some aspects of display are standardised across the school, including colour coding, and this allows children to develop independence in their use of the environment. Visual timetables are used and the school has taken steps to ensure that provision is in place in all classes for children who may have specific learning difficulties – these include access to a range of recording resources, coloured backgrounds on interactive whiteboards, coloured overlays, writing slopes etc. A number of school staff are training in PECS and Makaton and this is used as appropriate to support the communication of children as required.

How does the school curriculum meet the needs of children with SEND?

- The school has a creative curriculum underpinned by a strong commitment to the development of key skills. School staff foster a love of learning and children are supported to develop their independent learning skills. Learning opportunities are designed to meet the needs of the children and activities are differentiated accordingly. In all classes use is made of flexible groupings based on assessment for learning. In Year 6 children are grouped by ability in maths; these groupings are fluid and depend on the needs of the children.

How does the school support children at transition points?

We understand that transition points, e.g. moving to a new class, moving to a new school etc., can be difficult times for any child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents. Wherever possible, we start to plan for transition early; this planning includes parents, children and school staff.

The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between old and new staff
- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for parents to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multi-agency meetings to ensure a joined-up transition plan is in place.

What happens if my child needs a higher level of support?

Only in a very small number of cases will a child's needs be such that a greater level of support is required. In these circumstances schools can, with the support of parents, request that the local authority undertake an Education Health and Care needs assessment. The school gathers together information relating to:

- The child's needs
- Strategies that have already been implemented and resources used

- Impact of strategies & resources
- The views of parents, pupil, school staff and professionals relating to the above
- Observations and assessments completed by other professionals (e.g. educational psychologist).
- Evidence that recommendations from other professionals have been acted upon.

This information is then submitted to the local authority who will make a decision on whether a full needs assessment is required.

Further information relating to the process can be found at:

<https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/special-educational-needs/special-educational-needs-assessment/>

5. Impact: Monitoring Arrangements

How will my child's needs be assessed and his/her progress monitored?

Children's learning is assessed by class teachers on an ongoing basis using assessment for learning (AfL); this information is used by teachers to plan each child's next steps in learning. Assessments of children's learning are also made at set points through the year and recorded using the school's data systems; this enables each child's progress in reading, writing and maths to be tracked. All children are set aspirational targets. In the Early Years Foundation Stage (EYFS) children's progress is monitored against the EYFS assessment criteria. Information relating to your child's progress will be shared with you at parents' evenings and in your child's end of year report.

Parents of children with a School Focused Plan (SFP) will be involved in setting small, achievable targets for their child and reviewing these in conjunction with their child's class teacher on a termly basis.

Parents of children with an Education, Health and Care Plan (EHCP) will be involved in setting and reviewing outcomes for their child as part of the annual review process which is completed at least once per year. In addition to this, there will be a minimum of 2 further review points where the child's teacher will provide information to the parent about how their child is progressing towards the outcomes set.

6. Links to other policies

- Accessibility Policy
- Inclusion Policy
- Equal Opportunities Policy

7. COVID-19 response

During the initial lockdown period, we made a commitment to contacting parents/carers of all children with an EHCP, and a number of those on SEN support whom we had identified as vulnerable, a minimum of once weekly. This will remain the plan in the case of further periods of lockdown.

This will allow us to support parents/carers with their child's learning needs, as well as identifying where support it needed from other agencies, such as Family Support Workers.

In preparation for short-term closure of class bubbles, or in the case of a child having to self-isolate, we have produced individualised resource packs. These packs contain activities and resources which will allow parents to continue to work on their child's individual outcomes in relation to their EHCP or School Focused Plan whilst they are at home.