



HIGBURY PRIMARY SCHOOL

GOVERNORS' SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY STATEMENT

Highbury Primary and Nursery School's mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.
- To achieve academic excellence by ensuring each pupil performs to the best of their ability.
- To work together as a team with parents and carers within the community to promote respect responsibility for the benefit of all.

SECTION 1

1. Basic Information

- This policy is in keeping with the school's aims, its teaching and learning policy and its policy of equal opportunity.
- The Governing Body and staff of the school ensure that all pupils enjoy a broad and balanced education, which meets individual needs. We aim to help children to become willing self-motivated learners, able to develop within a caring and stimulating environment, which caters for individual differences.
- Our school caters for the full ability range and the presence or absence of a Special Educational Need or disability is not a factor in the selection of pupils.

2. Terminology

- SEND - Special Educational Needs and Disability
- CT - Class Teacher
- TA - Teaching Assistant
- INSET - In-service Training
- LEA - Local Education Authority
- COP- Code Of Practice
- EHCP - Education, Health & Care Plan

3. School Arrangement

3.1 Definition and Aims

Definition of Special Educational Needs

Section 312 Education Act 1996

Pupils have educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Pupils have learning difficulties if they:

- a) have significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.
- c) are under compulsory school age and fall within the definition at a) or b) above or would so do if special education provision was not made for them.

Pupils 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.

The SEND Team	
Role	Responsibility
Headteacher	Overall responsibility
Whole staff	To foster good relationships with SEND pupils and display an understanding and empathy for their particular needs.
SENCo	To oversee the implementation of SEND policy and coordinate provision in line with government guidelines. To ensure that appropriate targets and a provision map are in place and they are delivered. To write a provision map and ensure records are kept, updated and monitored. To liaise with outside agencies including specialist teachers and health professionals. To liaise

The SEND Team	
Role	Responsibility
Headteacher	Overall responsibility
	and advise other staff delivering INSET as appropriate. To liaise with parents concerning their SEND child and arrange annual review meetings for pupils with an Education, Health & Care Plan. To coordinate the purchase of resources.
Class Teachers	To deliver planned differentiated lessons appropriate to the specific needs of pupils. To write, review and deliver targets to pupils. To liaise with the Inclusion Leader, Teaching Assistants and parents.
TAs and Pastoral staff	To plan, evaluate and provide targeted support for SEND pupils in response to their identified needs. To liaise with the Inclusion Leader and Class Teachers. To support the Class Teacher in the delivery of 'additional to and different from' provision to SEND pupils.
Governors	The Inclusion Governor monitors the SEND policy and provision through regular visits and receiving papers /data. They are informed and trained in matters relating to inclusion. They ensure that inclusion is an integral part of the school improvement plan.

SECTION 2

IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND).

1 Early Identification

- The importance of early identification, assessment and provision of any child who may have SEND cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be and the more readily intervention can be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.
- To help identify children who may have such a need, we measure children's progress by referring to:
 1. Their performance monitored by the teacher as part of on-going observation and assessment.
 2. The outcomes from baseline assessments results.
 3. Their progress against the objectives specified in the National Curriculum.
 4. Their attainment against the performance descriptors within the National Curriculum at the end of a key stage.
 5. Standardised screening and assessments.
 6. LEA/Academy/National Guidelines.
 7. Physical and /or medical needs
- We are also open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.
- We do not equate lack of competence in English with learning difficulties but when children who have English as an additional language make only slow progress, we do not necessarily assume that their language status is the only reason; they may have specific learning difficulties.
- Wherever possible we seek to find the child's strengths and to use these as a basis for planning. The views of the child are also sought and are taken into account.
- Whole school screening processes - reading test / dyslexia test / BPVS test / spelling test / Diagnostic Maths Test.

2 Early Year Provision

- We monitor our children's progress throughout the Foundation Stage.
- We encourage parents to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs and the provision that is being made for them.
- Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in that class.

- In identifying a child as needing SEN support, the Nursery or Reception teacher should establish a clear analysis of the pupil's needs. This should draw on:
 - ✓ teacher's assessment and experience of the pupil, information from pupil progress, attainment, and behaviour.
 - ✓ individual's development in comparison to their peers, the views and experience of parents.
 - ✓ the child's own views (as appropriate)
 - ✓ and, if relevant, advice from external support services.
- Once the teacher has identified that a child has a special education need or disability (SEND) she will devise interventions that are additional to, or different from those provided as part of the class's usual curriculum and strategies.
- If the teacher, in consultation with parents, decides that a child may need further support to help them progress, she should seek the help of the SENCO.
- Strategies employed to enable the child to progress will be recorded.
- Some children will be identified as needing the involvement of external support services who can help with advice on new targets, provide more specialists assessments, give advice on strategies and materials, and in some cases provide support for particular activities.

Summary of our Graduated Approach		
Approach	Response to special educational need	Possible actions
Identification	CT identifies a child's SEND based on child making inadequate progress despite differentiation of learning opportunities and in response to parental concern. CT informs SENCO and the pupil is placed on the SEND register.	Further assessment of specific areas of weakness
School SEN Support	School informs parents that their child is considered as having SEND. SENCO and colleagues gather information about the child, including information from parents. SENCO ensures that targets are drawn up by the class teacher and a suitable programme of intervention is delivered. The SENCO may bring in outside specialists to advise on further changes that could be made within the school to meet the child's needs. Further support is delivered by SEND TAs and Class Teachers.	Provision of different learning materials or equipment Extra adult support Staff development and training to support specific area Use of specific resources including ICT

Summary of our Graduated Approach

Approach	Response to special educational need	Possible actions
Statutory Assessment	The school, parents or outside specialists can recommend statutory assessment. The SENCO prepares documentation for consideration. LEA considers the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment.	Prepare papers
Making an Education, Health & Care Plan (EHCP)	LEA considers the need of an EHCP and, if appropriate, makes a plan and arranges, monitors and reviews provision. The School arranges appropriate staffing to meet the pupil's needs.	Seek, induct and train staff

SECTION 3

1 Statutory Assessment Of SEND

- In some cases, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available in our school. The LEA will need to make a statutory assessment of SEND and then consider whether or not to issue an Education, Health & Care Plan.

- **Statutory Assessment involves:**
 1. Consideration by the LEA, in co-operation with parents, our school and as appropriate, other agencies, to ascertain as to whether a statutory assessment of the child's SEND is necessary.
 2. Conducting the assessment, in close collaboration with parents, school and other agencies.
 3. Submitting the evidence to an independent panel to confirm/not confirm that the child is entitled to an Education, Health & Care Plan.

2 Education, Health & Care Plans

- Once all the advice requested for the statutory assessment has been received the LEA must decide whether to draw up an EHCP.
- The LEA will make this decision when it considers that the special educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available in our school.
- The LEA may also wish to consider the following:
 1. Are there aspects of the child's learning difficulties which our school may have overlooked and which, with the benefit of advice, equipment, or other provision, our school could effectively address through School SEN Support?
 2. Are there approaches which, with the benefit of advice, equipment or other provision, our school could effectively adopt within its own resources through School SEN Support?
- As soon as an EHCP is in place it will be reviewed annually. All relevant professionals are invited to attend alongside parents/carers and staff.
- The child continues to receive support through smart targets, which includes targets specified in the EHCP. Only a very small percentage of children with SEND need an EHCP in order to get the right support and provision. It brings your child's education, health and social care needs into a single legal document and it will describe what outcomes everyone wants for your child, what support is needed to achieve these, who will provide the support and when it will be provided.
- An EHCP can cover the age range from birth up to the time of leaving education (up to age 25 if necessary).
- EHCPs are reviewed annually, using a person-centred process.

3 Provision Management

Provision management is a strategic management approach which provides an 'at a glance' way of showing all the provision that a school makes which is additional to and different from the school's differentiated curriculum offer.

Highbury has a provision management system which meets the needs of the whole school, including all pupils with special educational needs/disability. It is both a means of tracking provision for pupils with needs which are additional to and different from and a tool to describe good inclusive practice.

An effective provision map will give a clear link between provision and pupil progress. Our provision map includes all pupils and also identifies the different categories of pupils (e.g. pupils on the SEND register, pupils with English as an additional language, pupils from service families, looked after pupils, vulnerable pupils as well as all other pupils at risk of under achievement), and their attainment and progress they make.

All provision relating to literacy and numeracy which is offered in school is included within the wave model of intervention, which starts from the premise that Wave 1 is the effective inclusion of all children in quality first learning and teaching.

At Wave 2, small group interventions are aimed at pupils who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily Special Educational Needs interventions. However, some pupils receiving Wave 2 intervention may be at School SEN Support level as a result of difficulties for which they are receiving other forms of support.

At Wave 3, individual specific targeted support for pupils identified as requiring support that is additional to and different from the differentiated curriculum e.g. 1:1 speech therapy support, individual learning programme. Pupils receiving Wave 3 support may be placed at School SEN Support. The provision map identifies resources that are available for pupils at Waves 2 and 3.

Further details of specific provision arrangements at Highbury Primary can be found in the SEND Information Report which is updated annually. This report also outlines the details for Highbury's access facilities for pupils with SEN.

4 Reviewing Targets

- Our targets are continually 'kept under review', being discussed informally and formally.
- They are formally reviewed every term and two of the reviews each year coincide with a routine Parents Evening, when the Class Teacher can discuss in detail the nature of the child's needs and the provision being made to meet those needs. As of September 2018, Highbury will use an adapted Structured Conversation approach to discuss and set targets.

In reviewing targets we will consider:

1. The progress made by the pupil.
2. The parent's views - parents will have the opportunity to discuss the targets at Parents Evenings (or any other convenient time) with CT and/or Assistant Head teacher.
3. The principles of pupil participation - the views of the SEND child will be given due weight according to the age, maturity and capability of the child.
4. The effectiveness of the current targets.
5. Any updated information and advice.
6. Future action including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice and how to access it.

If at any stage of SEND action the child makes significant progress they may revert to the previous support level. If a child is no longer considered to have special educational needs, support can cease and the child is taken off the SEND register.

SECTION 4

1 Staff Development And Partnership

- Many members of our staff have had experience of dealing with children with varying SEND during their years of teaching. We work as a team when it comes to tackling problems concerning specific children and meet regularly to plan and review the needs of identified children. Most of our Teaching Assistants have considerable experience of working with children with SEND and are frequently involved in our planning sessions.
- INSET takes several forms in providing for SEND:
 1. Whole staff INSET days
 2. SENCO, senior teachers, class teachers and TAs attend courses regularly and feed back to the rest of staff.
 3. Staff, as part of their professional continuing professional learning, also identify their SEND needs and this is catered for both in-house and through courses and lectures as part of the school's training provision.

2 Partnership With Parents

- It is the policy of our school to welcome parental involvement in the development of all our children.
- Whilst parents have access to their child's teacher before and after school on an informal basis, if a lengthy discussion is needed they will be asked to make an appointment.
- Parental help is a feature in all classrooms but it is not our policy to use volunteer parents to help in the implementation of programmes for children with special needs.
- When we are supporting children with SEND we aim to encourage their parents to play an active and informed role in their child's education. We realise that parents hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- The Governing Body must ensure that when a child begins receiving provision for his or her special needs, his or her parents are informed. This duty may be delegated to the Headteacher.

3 Links With Other Schools And Transfer Arrangements

Highbury is part of the local North Portsmouth and University of Chichester Academy Trust SEND cluster groups of schools. It also has links with Springfield, Trafalgar and its other feeder schools. Children preparing for transition will have extra opportunities for visits with their parents and as part of a small group. Liaison between the SENCOs of each school will take place to give a rounded view of the child and records are transferred.

4 Arrangements for handling complaints about SEND

In the first instance you can talk to your child's class teacher, the SENCO or Head Teacher. If you feel your grievance has not been addressed you can request the contact details of the Chair of Governors and put your complaint in writing in the form of a letter and the school policy stipulating the complaint procedure will be followed. You can also request independent support and the school will make this information available to you. You can also find more information on Portsmouth's Local Authority website: <https://www.portsmouth.gov.uk/ext/schools/special-educational-needs-and-disabilities> and <http://www.portsmouthlocaloffer.org/> .

Approved by the Governing Body:
Approved: December 2018 Review: October 2019

Sarah Sadler, Headteacher
Lucy Chaplen, Inclusion Leader (member of SLT and SENCO)