



# Special Educational Needs and Disabilities Policy

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| Governors' Sub-Committee | <b>Curriculum &amp; Standards</b> |
| Statutory Policy         | <b>Yes</b>                        |

Signed: David Buckle

**Chair of Governors**

Date: January 2023

## **1. Context**

This policy should be read in conjunction with the Special Educational Needs and Disability Code of Practice: 0-25 (January 2015), and the Equality Act 2010.

## **2. Introduction**

Higham Lane School is committed to meeting the needs of all students and to ensure that they have access to a full curriculum. We provide effective learning opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. Appropriate differentiation of the curriculum will be planned by all teachers working alongside the Support for Learning team utilising a range of strategies and resources. All teachers share the responsibility for the education and wellbeing of all the students in our care. The Governing Body recognises the need for appropriate resources including staff and accommodation for Special Educational Needs and disabilities.

Our SEND provision is co-ordinated by the Special Educational Needs and Disabilities Co-ordinator (SENDCO), who ensures that the School adheres to the Code of Practice. The SENDCO works closely and follows the advice from the Local Authority Advisory Services.

The School's SEND Information Report is displayed on the School's website. This report provides parents/carers with clear information about the provision that is available for the students. This is updated annually following parent/carer feedback.

## **3. Roles and responsibilities**

### **3.1 The SENDCO**

They will:

- Be a qualified teacher working at the school and have achieved a National Award in Special Educational Needs Co-ordination within three years of appointment.
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaise with other schools and external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- Co-ordinate provision for children with SEND
- Liaise with the relevant Designated Teacher where a looked after child has SEND
- Liaise with parents/carers of students with SEND

- Liaise with potential next providers of education to ensure that a pupil and their parents/carers are informed about options and a smooth transition is planned.

### **3.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **3.3 The headteacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **3.4 Class teachers**

Each class teacher will:

- Be responsible and accountable for the progress and development of every pupil in their class
- Work closely with Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work closely with Learning Support Assistants within their lessons to ensure that all students make progress
- Deliver high quality teaching, differentiated for individual students
- Work with the SENDCO to review all evidence gathered regarding a pupil before deciding whether to make a special educational provision
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Know, understand and follow the graduated approach
- Ensure they follow this SEND policy

### **3.5 Learning Support Assistants**

Learning Support Assistants will:

- Support the learning of students within lessons
- Support students to become independent learners
- Liaise with teachers to ensure students can access the work being delivered
- Be a keyworker to students
- Act as invigilators
- Liaise with parent/carers
- Attend annual reviews
- Attend professional meetings
- Continue to develop the knowledge and understanding of SEND Needs

### **3.6 Pastoral Support Assistants**

Pastoral Support Assistants will:

- Support personal care for students with physical disabilities
- Support students to become independent

- Liaise with teachers to ensure students can access the classroom and have the relevant learning materials/equipment
- Deliver basic physiotherapy programmes
- Assist students with physical disabilities in standing frames and other relevant equipment needed
- Be a keyworker to students
- Liaise with external professionals
- Liaise with parent/carers
- Attend annual reviews
- Attend professional meetings
- Continue to develop the knowledge and understanding of SEND Needs, in particular SEMH.

#### **4. Identification and Assessment**

A student with SEND will have a need in one or more of the following categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Physical Disability

There are two categories within SEND:

1. Students with an Education, Health and Care Plan
2. Students with SEND support.

#### Education Health and Care Plans (EHCPs):

- Educational Health and Care Plans have replaced statements of special educational needs.
- All students with an EHCP will have a formal Annual Review and information about the progress of the student at Higham Lane School will be passed on to the Warwickshire SENDAR Team.
- If the School is not meeting the students' needs, despite intervention, and after following an 'assess, plan, do, review' cycle to constantly monitor provision, the SENDCO, in consultation with parents/carers may, apply for an EHCP assessment.
- Parents/carers can also request for an EHCP assessment if they feel their child needs further support.
- Whilst applying for an EHCP assessment, support and provision will continue for the students and the timeframe will be governed by the Warwickshire SENDAR.
- Students with EHCP plans will have a Pupil Profile or a Behaviour Passport which teachers can refer to in order to make reasonable adjustments within lessons.
- Students with EHCP plans are assigned a key worker who they meet on a regular basis to review their progress towards the targets which they have been set and their wellbeing.

#### SEND Support

- As stated in the Code of Practice 6.36 'Teachers are responsible and accountable for the progress and development of their students in their class, including where students access support from teaching assistants or specialist staff'.
- Students with SEND support will have an option to have a key worker, if they wish. They will meet with this member of staff every fortnight to discuss academic

progress as well as their emotional wellbeing. This keyworker may be a member of the Support For Learning team or any member of staff who the student feels that they can talk to.

- Students with SEND support will all have a Pupil Profile, or a Behaviour Passport in order for teachers to make reasonable adjustments within lessons. These profiles will be reviewed three times a year.
- A review of students on the SEND Register will occur twice a year to ensure that all delivered provision and intervention is still appropriate for the students' needs.

Many students with SEND will have had a formal diagnosis or an identified need at primary school. This information is collated during the summer term of Year 6 through links with the SENDCOs at each of our feeder primary schools. For these students that are transferring to Higham Lane School, the SENDCO will attend either the Year 6 Annual Review of students with an Education, Health and Care Plan (EHCP) or the End of Year Review Meeting of students with SEND. Also contact is made with secondary schools and meetings arranged for any student with SEND who has applied to the Sixth Form to ensure a smooth transition in to Post 16 education.

Occasionally, no previous SEND has been identified before the student arrives at Higham Lane School. Staff at Higham Lane school use the Graduated Response approach (Assess, Plan, Do and review) when identifying and referring students to the SENDCO. The SENDCO will arrange for the appropriate assessments and observations as required and, if it is felt appropriate, will refer to outside agencies for further investigations. All assessments, observations and referrals to outside agencies will be agreed with the parent/carer first.

Students who are making progress across the curriculum and are receiving no additional support or intervention, may be taken off the SEND Register at any stage within their secondary education. Students may also return to the SEND Register if they need further intervention or provision. When students are removed from the register parents/carers are kept informed.

## **5. Provision**

The Support for Learning Department consists of:

- The SENDCO – Miss Donna Greenfield, who can be contacted at [support4learning@highamlaneschool.co.uk](mailto:support4learning@highamlaneschool.co.uk) or on 02476 388123
- An Assistant SENDCO, who is also a Higher Level Teaching Assistant.
- A Higher Level Teaching Assistant (HLTA)
- Learning Support Assistants (LSAs) – This is a combination of part time and full time positions.
- An Apprentice Learning Support Assistant
- Pastoral Support Assistants
- Clerical Assistant

The Department provides support for the students throughout the school day, depending on their needs.

Teachers at Higham Lane School all teach students with SEND by delivering high quality teaching. Teachers are provided with INSET with reference to SEND as part of the staff development programme. Teachers offer provision within each learning experience, differentiating the learning resources and or tasks without involving

additional adults. Teachers are provided with Pupil Profiles and/or Behaviour Passports for all students on the SEND Register from the Support for Learning Department or Behaviour Intervention Manager to support these students within lessons. These are reviewed three times a year in consultation with the student. Parents/carers receive a copy of their son or daughter's Pupil Profiles annually, and amended profiles throughout the year. Teachers provide feedback to the SENDCO on request, regarding the student's progress within lessons, to ensure that the provision is appropriate for the student.

Support from the Learning Support Assistants (LSAs) further assists the student to access the learning. The LSAs are timetabled depending upon the needs of the students, and provide support across each year group and the curriculum. The LSAs are based within subject departments to develop and improve the delivery of the schemes of learning and to provide each department with the specialist support. In exceptional cases an LSA may be assigned to specifically support an individual student owing to their individual needs. The main role of the LSA is to provide support for all learners in the classroom to ensure they develop the appropriate strategies to become independent learners. In some cases LSAs may lead on small group intervention. HLTAs provide specific 1:1 support or small group work focusing on literacy, numeracy and social skills.

The Pastoral Support Assistant provides support for those students needing help with their personal care and physiotherapy. They will also provide support for students who may have social, emotional and mental health difficulties and they can work with these students on a 1:1 basis.

When an outside agency suggests an intervention plan for a student, the SENDCO distributes the recommendations with the teaching staff and LSAs and instigates the intervention provision as far as possible.

The SENDCO regularly meets with the Progress Leaders and Subject Leaders to ensure that the provision for the students is being monitored centrally, and students of concern are identified at the earliest opportunity.

Students with SEND may require Access Arrangements at GCSE or A-level to ensure that they receive a fair opportunity to sit their external exams. Please refer to Policy 92 'Examination Access Arrangements Policy' for further details.

Support with careers, information and guidance for students with SEND is managed by the Support for Learning team and the Careers Advisor.

## **6. Resources**

The Governing Body and Senior Leadership Team of the school set the overall budget available to meet Special Educational Needs and Disabilities, taking into account:

- Statutory requirements
- The resources identified (but not earmarked) for SEND within the individual's School Budget
- The availability of additional grants to the school
- Priorities identified in the School Development Plan
- Other budgetary pressures within the school

## **7. Partnership with Parents/Carers**

Partnerships between parents/carers, students and Higham Lane are fostered and valued. Parents/carers are welcomed in to Higham Lane and are encouraged to discuss and participate in their child's learning. Parent/carers of all students will be kept informed of progress at all stages and any difficulties should be made known to parents/carers at the earliest-possible opportunity.

Parents/carers are encouraged to attend review meetings/Student Progress Evenings, where they will have the opportunity to discuss their child's progress.

## **8. Monitoring and Evaluation**

The SEND Policy is required to be reviewed by Governors annually. They will review the effectiveness of the SEND Policy via Link Governor visits and reports, and the termly Leadership Report to Governors.

## **9. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Exam Access Arrangements
- SEND Information Report

## **10. Safeguarding**

The SENDCO is a member of the safeguarding team.

## **11. Complaints Procedure**

The opportunity always exists for discussions between parents/carers and ourselves and problems and concerns can usually be dealt with informally. If not, then a formal complaint can be made to the Headteacher and finally to the School's Governing Body or the Chair of Governors.