

# Highfield CE Primary School SEN Policy and Report



**Highfield**  
C.E Primary School

Approved by:

The  
governing  
body

Date: 24.4.24

Last reviewed  
on:

June 2023

Next review  
due by:

April 2025

## 1. Aims

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We are a school that has strong links with our local church and believe that our Christian values of peace, courage and respect are at the centre of who we are and what we do. We serve a diverse community and celebrate and value how we all work and learn together in harmony.

At Highfield, we have our children at the heart of everything we do. We employ staff who believe that they are positive role models that can make a difference in educating the whole child, alongside parents as partners. We want time at Highfield to be positive and full of memorable learning.

Promoting the skills of lifelong learning means that children leave us as rounded learners that are resilient, reflective, can ask good questions and work well both independently and in teams.

Most children will have full access to the National Curriculum but for children with extreme special educational needs it may mean a form of modification. Any modifications should continue to meet the requirement to provide an inclusive education system.

Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. There is an emphasis on high expectations for all, "*an identification of SEN should not result in excuses for lack of expected progress or a lowering of Expectations*" (Nasen 2014). Where possible children will be taught in the 'in class' setting with their needs tailored to with individual teaching and activities planned where necessary.

Under the Special Educational Needs and Disability Act 2000, as a school we will also take reasonable steps to ensure pupils with physical disabilities are not placed at a substantial disadvantage compared to their able peers. However, not all pupils who have a disability under the Disability Discrimination Act will have Special Educational Needs.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCo**

The SENCo is Carl Iszatt and can be contacted via the school telephone 02380 555793 or by email: [senco@highfieldschool.co.uk](mailto:senco@highfieldschool.co.uk)

They will:

Work with the Headteacher and governing body to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Liaise with previous education providers to ensure an informed transition to Highfield.

Work with the headteacher and governing body 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 pupils with SEN up to date

### **4.2 The Full Governing Body**

The Full Governing Body will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Headteacher**

The headteacher will:

Work with the SENCo and the Full Governing Body to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCo to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

#### **5. SEN information report**

##### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Physical disability

##### **5.2 Identifying pupils with SEN and assessing their needs**

Class teachers use regular assessments to check the progress made by pupils. There are three main assessment points of the year: end of the autumn term, spring term and end of year, where children are assessed in the core subjects (reading, writing and maths).

Teachers will identify those whose:

attainment falls into the 'lowest 20%' of the cohort

progress is significantly slower than that of their peers starting from the same baseline and that this is a historical pattern over time

progress fails to match or better the child's previous rate of progress

progress fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social and communication needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We will then record these children formally on our SEN register

### 5.3 Consulting and involving pupils and parents

Teachers will have an early discussion with the pupil and their parents when identifying whether they need special educational provision (i.e if their child is on the 'close the gap' plans and part of pupil progress meetings). This discussion will often occur during the parents' evenings, which are arranged at the beginning of the autumn and spring terms. There is also an additional parents' meeting for those children whose progress continues to be of concern in the later spring term.

These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

School take into account the parents' concerns

All parties understands the agreed outcomes sought for the child

All parties are informed and clear on what the next steps are for individual children

We will notify parents if their child receives SEN support and is on the SEN register. The SENCo or Class Teacher will inform the parent at the point that they are added to the SEN register.

Children who have an EHCP are reviewed as part of the annual review process where parental views are sought and meetings held with them and the child present to reflect on progress and next steps required against the EHCP identified areas of need. We involve the children in this process through a "child centered approach" whereby their views are sought in advance and circulated to all those who attend the EHCP review. Additionally, during the EHCP, all participants, including the child, are asked to reflect on the child in the following ways:

***What do we like and admire about "child name"?***

***What is important to "child name?"***

***What will be important for "child name" to achieve his/her potential in the future?***

Children who are on the SEN register and whose provision is mapped on the closing the gap plans are told about their targets and how the school can help them with their learning. Children are conferenced about their learning or target areas by the class teacher so that they understand how they can work together with their parents and teachers in order to progress. For those children that are on the SEN register, a "pupil passport" is created with them in the Autumn Term (before October half term) which summarises:

***My likes***

***My Strengths***

***Things that help me***

***Barriers***

***Adults who help me***

***Extra support that I have***

***Targets***

The pupil passports are a working document and are updated with the child (and parents) as their half termly SMART targets are reviewed and up-dated. Teachers are responsible for keeping this working document up to date.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

As per the graduated cycle and the four-part cycle of **assess, plan, do, review**, assessment data is used to identify children who have not made satisfactory progress and are in danger of falling behind their peers. Teachers use 'close the gap' plans where these children are identified and interventions are planned for in the areas they most need support.

The close the gap plans identify each child's next step in a SMART target which is then worked upon in class, during additional interventions or as part of home learning (as per our homeschool agreement). The child's progress against their SMART target is reviewed each half term and a new next step is agreed. Where possible data such as phonics, word and NFER assessments are used to quantify progress. Where this is not possible Target Monitoring and Evaluation (TME) score out of ten is used to baseline, target set and review. These are called "Pupil Progress Meetings" and are held with the class teachers and members of the senior leadership team, including the SENCo.

Close the gap plans for the academic year 2021-22 will begin from October 2021 with the first cycle being completed in Autumn 2. This is to allow children to settle after the summer holidays and for teachers to carry out informal assessment.

Close the gap plans will include:

1. Cohort's lowest 20% (reading, writing and maths)
2. SEN pupils
3. Any pupils that are not making expected progress who do not come into category 1 and 2

Assessment for pupils working below the EYFS on non-core curriculum topics e.g. sensory diet will be completed using the engagement model. The engagement model helps to assess a pupil's attainment and progress in the following five areas:

1. Exploration
2. Realisation
3. Anticipation
4. Persistence
5. Initiation

Assessments within KS1 include assessing against the EYFS objectives, Y1 phonics screening tests, RWI assessment and KS1 SATs, as well as frequent informal and formal teacher assessment against the school's target system which is based on the national curriculum.

Assessments within KS2 include half termly teacher assessment against the school's target system (and formal data collection of this data three times a year on SIMs), NFER assessments (maths and reading) as well as continuous informal teacher assessment.

Assessment may also be made by TME scores (ranking a child's baseline between 1-10 and following an intervention ranking their exit level) linked to individual pupil's SMART targets as defined in their CGPs. TME can be used to quantify progress which otherwise would be anecdotal. TMEs are encouraged to record the progress of interventions carried out, outside of the classroom i.e. any specific interventions that provide support beyond ordinarily available provision.

The class teachers or phase leaders will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

### **5.5 Supporting pupils moving between phases**

We will share information with the school or other setting the pupil is moving to.

In preparation for the transition to new phases/schools all children receive transition work including: induction sessions/days which allow the children to meet new adults and become familiar with their new environments.

Those with SEN will receive additional support in the form of one or a range of the following:

- Social stories to aid familiarisation
- Additional supported visits to their new environment
- Additional opportunities to meet new staff adults
- Supporting PSHE work that may include ELSA programs or adapted lesson opportunities to allow discussion.
- EHCP pupils have accompanied or supported visits to their secondary or ongoing school. The SENCo also meets with parents and the receiving school staff to share key information that will aid a successful transition.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching using the graduated approach of; assess, plan, do and review is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide additional interventions for those who are identified as having additional needs. Interventions are planned on a termly basis and reflect the changing needs of cohorts as identified through formative and summative assessments. In addition to these interventions, more specific interventions that are used to meet specific needs of those with SEN include:

Educational Psychology support/casework

Speech and Language support

Occupational Therapy support

SAOS referral (Springwell outreach service level agreement)

The school records its provision on a "Provision map" which is updated when needed to reflect the changing needs of the school population. The provision map details how school resources are allocated and matched to pupil's individual needs. Additionally, it indicates how the budget is allocated to ensure that we access specialist support such Speech and language provision under our agreed allocation in Service Level Agreements. This is in Appendix One of this document.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, work stations for 1-1 pupils, visual timetables, 1,2,3 jobs boards, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Evaluating the environment to optimize learning for pupils, eg angled boards, ramps, quiet space for OT, specialist chairs from the NHS and adapted DDA compliant toilets to promote independence

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as speech and language and ELSA as well as adapted occupational therapy programmes.

Teaching assistants will support pupils on a 1:1 basis when a child has an EHCP.

Teaching assistants will support pupils in small groups when they have been identified as having additional educational needs which require short term interventions on specific target(s).

We work with the following agencies to provide support for pupils with SEN:

LEA – Educational Psychologist (2021-2022 we will also be hosting two trainee EPs who will provide additional support beyond out SLA)

Health Service: Speech and Language Therapist, Physiotherapist, Occupational Therapist and School Nurse.

Social Services

Family and Child Guidance

Outreach services e.g. Southampton Advisory Outreach Service

CAMHS Children and Adolescent Mental Health Services

### **5.9 Expertise and training of staff**

Our SENCo has full NASENCo accreditation and has worked previously as a class teacher.

They are allocated 4 days a week to manage SEN provision.

We have a team of 15 teaching assistants, including one higher level teaching assistant (HLTA).

We use specialist staff to consult on Speech and Language provision from Speaking Space (Fleming House, Romsey, SO51 8ED) and have a LEA EP attached to our school.

During the year, staff (teachers and TAs) have the opportunity to attend an appointment with the 'EP staff surgery' twice yearly to seek anonymized advice regarding pupils with SEND and inclusive teaching strategies that could be used. The SENCo also meets with individual teaching assistants to review their effectiveness and identify any development and training needs on a bespoke basis. Equally, teachers can receive coaching from the SENCo as well as specialists attached to the child who can offer guidance and support on how to best meet the needs of the child in the classroom setting.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 6/7 weeks

Monitoring by the SENCo

Holding annual reviews for pupils with statements of SEN or EHC plans with all stakeholders including the children and parents.

Being held to account by governors through effective support and challenge when presenting SEND updates at the FGB on an annual basis, as well as through termly Faith In Learning meetings where SEND forms part of the agenda.



### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including the externally run before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day, school assemblies, workshops, church etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Adjustments are made when necessary in consultation with other professionals.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Adaptations are made to enable SEN pupils to take part in all aspects of the school day and calendar

Pupils with SEN can access ELSA support via the in school accredited ELSA trained HLTA.

Pupils are all involved with the Building Learning Power strategy which is taught as part of a whole school approach to learning. Skills of resilience, reciprocity, reflectiveness and resourcefulness are taught.

We have a zero tolerance approach to bullying (see behavior and bullying policy).

### **5.15 Contact details for raising concerns**

*Please see the Complaints Policy which can be viewed on our website.*

### **5.16 The local authority local offer**

Our contribution to the local offer can be found on our website.

Our local authority's local offer is published here:

<http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Carl Iszatt (SENCo) every year. It will also be updated if any changes to the information are made during the year.

This monitoring will include an evaluation of the financial value for money that equipment and resources provide in order to meet pupil needs. The SENCo submits orders for specific needs which are approved by the Headteacher. Where decisions are made regarding human resourcing, these are considered by the finance committee of the FGB in order to seek approval for the deployment of staff across the school.

Finally, the SEN policy and information report shared with the Full Governing Body Annually and monitored by the SEN link governor. This gives an opportunity for both support and challenge to be presented to the school. The SENCo also presents updates to the governors on the effectiveness of the policy in meeting needs. All policies are sent for approval by the governing board.

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

This policy links to our policies on:

Accessibility

Admissions

Behaviour

Equal opportunities

#### 8. Details of support services for parents

The Southampton Special Educational Needs and Disability (SEND) Information Advice and Support Service (IASS) The SENDIASS aims to empower children and young people with Special Educational Needs/Disabilities and their parents/carers to make informed decisions about education, health and social care. The organisation is contracted by Southampton Local Authority to deliver an independent service to families with children and young people with special educational needs living in the city.

Contact: Phone: 0300 303 2677 Website: <https://www.southamptonsendiass.info/> Email: [southamptoniass@roseroad.org.uk](mailto:southamptoniass@roseroad.org.uk)

Facebook: Southampton SEND IASS

Twitter: @Southampton IASS

**Graduated response to support and intervention for pupils with Additional Needs**

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> <li>• High quality first teaching</li> <li>• A broad and balanced curriculum within an inclusive classroom</li> <li>• Personalised learning targets</li> <li>• Attention paid to different learning styles</li> <li>• Carefully planned differentiation, including practical, visual, concrete resources</li> <li>• Modelling by adults within the classroom</li> <li>• Curriculum assessment of progress to support target setting for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher
2	Early intervention support  (Not on SEN Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>• Support within class through small groups and individual support (e.g. cut away, workshops)</li> <li>• Differentiation of the curriculum to meet individual learning needs</li> <li>• Tools and resources to support access</li> </ul> <p>See Inclusive Teaching Checklist</p>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher SLT
3	Targeted, additional support	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>• Investigation of strengths and needs</li> <li>• Early intervention and personalised provision</li> <li>• Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment</li> <li>• Targeted support within class through small groups and working individually with an adult</li> <li>• Additional group or individual programmes</li> <li>• Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly.</li> <li>• Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>• Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo made aware (Concern sheet may be completed, detailing evidence of intervention, impact and outcomes )</li> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress meetings with SENCo</li> <li>• Pupil passport for those on SEN register</li> </ul>	Class Teacher SLT SENCo
4	Targeted, intensive additional support  (SEN register)	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>• Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Passport</li> <li>• Pupil Progress meeting with SENCo and SLT</li> <li>• SENCo monitoring provision</li> <li>• Intervention identified on whole school provision map.</li> </ul>	Class Teacher SENCo
	Request for a Statutory Assessment	<ul style="list-style-type: none"> <li>• As above</li> </ul>		
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.  (SEND register – EHCP or application)	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</li> <li>• Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Annual Review Report</li> <li>• Pupil Passport</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Progress meetings with SENCo</li> <li>• Intervention identified on whole school provision map.</li> </ul>	Class Teacher SENCo