

Highters Heath Community School

Special Educational Needs & Disability (SEND) Policy



[Rights Respecting Schools' Article/s](#)

A23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

A28: Every child has a right to an education.

A29: Education must develop every child's personality, talents and abilities to the full.

Special Educational Needs & Disability (SEND) Policy

1. Aims

1.1 Vision

Our vision at Highters Heath Community School is to provide an inclusive education in a happy and safe environment. We aim to nurture the whole child in order for them to be the best person they can be. We encourage success for all and celebrate the differences between us.

1.2 Policy Aims

Our policy aims to:

- Set out how Highters Heath Community School will support and make provision for children with special educational needs and/ or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with a SEND

1.3 School Aims

Highters Heath Community School aims:

- To provide equal opportunities for all
- To remove barriers to achievement
- To make teaching and learning responsive to the diverse needs of the children
- To raise the aspirations of, and expectations for, all children with SEND
- To encourage all children to achieve their full potential
- To focus on outcomes for children with SEND.
- To seek the views of children with SEND
- To form close links with parents/carers
- To reinforce that SEND is a whole school priority and that all teachers are teachers of children with SEND

1.4 School Objectives

Highters Heath Community School objectives:

- To be aware of the holistic needs of every child and be mindful of their academic attainment and their physical, social and emotional wellbeing
- To identify and provide for children who have special educational needs and/or additional needs
- To work within the guidance provided in the SEND Code of Practice 2015
- To make appropriate provision to overcome all barriers to learning and ensures children with SEND have full access to the National Curriculum
- To provide a focus on individual outcomes for children

- To empower children to contribute to their learning process
- To work with parents and carers and support them in understanding SEND procedures and practices and provide regular feedback on their child's progress
- To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work within the Policy for SEND
- To provide training, support and advice for all staff working with children with SEND

2. Legislation and guidance

This policy 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 children 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 coordinators (SENCOs) and the SEN information report
- [Supporting pupils at school with medical conditions](#) (DfE, 2015)
- [The national curriculum in England Key stages 1 and 2 framework document](#) (DfE, 2013)
- [Teachers Standards](#) (DfE, 2013)

3. Definitions

A child with special educational needs requires something **different from or additional to** other children of the same age to make progress. At Highters Heath Community School, we are aware that there are many factors that affect achievement, including ability, emotional and mental health, home circumstances and maturity.

The Special Educational Needs and Disability Code of Practice 2015 states that:

“xiii. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- a) Has a significantly greater difficulty in learning than the majority of children of the same age; or
 - b) Has a disability which prevents or hinders the child 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.
- xv. For children aged two or more, 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.”

Children 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.

According to the 0-25 Code of Practice 2014, the four main areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

4. Roles and responsibilities

4.1 The SENDCo

The inclusion lead and named SENDCo is Mrs Fiona Lindsay. She will:

- 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 pupils with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- advise on the graduated approach to providing SEND support;
- monitor the progress of pupils with SEND;
- manage the 'additional funding profiles' of pupils with additional needs;
- 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 parents of all pupils with SEND;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- work with the Headteacher and local 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 SEND up to date;
- organise review meetings, informing/inviting appropriate professionals and parents;
- contribute to in-service training.

4.2 The governor for SEND

The Governor for will:

- have due regard to the SEND Code of Practice when carrying out duties towards all pupils with SEND;
- help to raise awareness of SEND issues at governing body meetings;
- take a proactive role in ensuring that provision for SEND is effective in supporting good progress and outcomes for the pupils;

- work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher is Mrs Julie Aulton. She will:

- work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- identifying pupil's individual needs, as soon as possible, from reception onwards;
- ensuring all pupils are included within the whole curriculum and have equality of opportunity;
- providing differentiated learning for children with individual needs, accounting for children who both struggle and grasp concepts quickly;
- setting targets of achievement for pupils with SEND through the Toolkit Progress Tracker;
- 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;
- the progress and development of every pupil in their class;
- implementing SEND training into their practice;
- following guidance and implementing strategies suggested by outside agencies;
- consulting with parents and ensuring they are fully informed on the provision for and progress of their child;
- working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- **communication and interaction** (difficulties with developing language; either understanding what they hear or being able to express themselves) for example, Autism Spectrum Condition (ASC), speech and language difficulties;
- **cognition and learning** (processing or retaining information) for example, dyslexia, dyspraxia;
- **social, emotional and mental health difficulties** (difficulties in managing their emotions and behaviour, difficulties in making positive relationships with other pupils or adults) for example, attention deficit hyperactivity disorder (ADHD);
- **sensory and/or physical needs** (impairments of hearing, sight, ability to coordinate movements etc.) for example, visual impairments, hearing impairments, processing difficulties and cerebral palsy.

Highters Heath is a fully accessible mainstream school. The building is on one level with ramped access to entry points where necessary. There are disabled toilet facilities and all areas of the school are accessible to disabled pupils.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

We recognise that pupils have a special educational need if they:

- begin Highters Heath Community School with an Education Health Care Plan (EHCP) or a Special Educational Needs Support Provision Plan (SSPP).
- are in the process of being assessed for an EHCP or SSPP when they begin Highters Heath Community School;
- are experiencing learning difficulties significantly greater than the majority of pupils of the same age;
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment;
- are experiencing social difficulties that impact on their learning or behaviour within the school environment;
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for pupils of the same age;
- have a serious medical problem which has implications for the learning process.

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

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.

A pupil is not regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught. Differentiation between SEND and the needs of the bi-lingual learner must be carefully made. However, such needs can overlap and it is vital that SEND are not overlooked in pupils whose first language is not English. The purpose of identification is to work out what action the school needs to take in order to meet the needs of the pupil.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo 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.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, their impact on the pupil's progress and if the gap in their learning is being closed. This includes termly pupil progress meetings and one page profile updates.

Pupils may be removed from the register, if the ASSESS–PLAN–DO–REVIEW cycle identifies that they have achieved and maintained their set targets and have made enough progress to close the gap in attainment between themselves and their peers.

5.5 Education, Health and Care Plans

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment, which is usually requested by the school but can also be requested by a parent. This will occur when the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a 'Team around the child' progress review meeting and will combine information from a variety of sources.

Information will be gathered relating to the previous and current provision provided, actions that have been taken, and the preliminary outcomes of set targets. The collated information will be sent to Birmingham's Special Educational Needs, Assessment and Review Service (SENAR) who will make a decision about whether or not the child is eligible for an EHCP, which, if successful, will be focused on outcomes and will be reviewed at least annually.

5.6 Supporting pupils moving between phases and preparing for adulthood

At Highters Heath Community School we:

- make contact with the educational settings used by the pupils before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible;
- before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCo of the new school, in order to aid transition;
- have an additional induction visit for pupils to build confidence and give them opportunities to meet the staff at their new school;
- provide opportunities for the pupil and parent/carer to have supported visits to the new situation if appropriate;
- provide transition booklets for the pupil to prepare them for their new learning environment;
- consult with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the pupil;

- consult with parents/carers in how we can best meet the emotional needs of the pupil.

5.7 Our approach to teaching pupils with SEND

As a school, we are committed to a graduated approach to our SEND provision. At the core of that provision is that teachers are responsible for all children's progress.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives

6.1, SEND Code of practice, 2015

We recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential within a context of respect and acceptance for the differing needs and strengths of all individuals.

High quality teaching, that is scaffolded and personalised, will meet the needs of the majority of children and is our first step in responding to children who have or may have a SEND.

We will also provide interventions/booster groups/extra support that meet the individual needs of the children where appropriate. These include:

- Phonics (Read, Write Inc);
- WellComm;
- Precision Teaching;
- additional reading;
- pre/post tutoring
- Lexia reading and writing
- Word Wasp/Hornet
- Toe by Toe
- Plus One and the Power of 2
- emotional support/mentoring/nurture groups;
- pastoral care support to manage emotions and/or behaviour;
- social skills/friendship groups;
- 1:1 teacher/teaching assistant targeted support;

Pupils who may require higher levels of support have access to appropriately trained support staff.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to overcome all barriers to learning and ensure all pupils' needs are met:

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

The school takes all reasonable steps to modify/adapt the teaching and learning environment to meet the individual needs of pupils. This includes seeking and implementing advice from external agencies where appropriate.

5.9 Expertise and training of staff

Our Inclusion Lead, Mrs Lindsay, is a qualified teacher, SENDCo, Assistant Headteacher (AHT) and is a member of the Senior Leadership Team (SLT). She gained the National Award for Special Educational Needs Co-ordination at Birmingham University in 2015.

We currently have a team of 8 teaching assistants, including a higher-level teaching assistant (HLTA) who are trained to deliver SEND interventions. We also have a full-time Learning Mentor to provide social and emotional support.

We use specialist staff for assessments/advice, training, parent liaison, Team Around the Child (TAC) and annual review meetings. These agencies include:

- The Educational Psychological Service (EPS) who provide support for children with a range of Special Educational Needs;
- Pupil and School Support Service (PSS) who support for children with learning difficulties;
- The Communication and Autism Team (CAT) who support children with an Autism Spectrum Condition (ASC) and their families;
- Speech and Language Therapy who provide support for children with speech and/or language difficulties;
- The Sensory Support (SS) service who support children with a visual and/or a hearing impairment;
- The Health Service who support children with a range of physical and medical needs;
- Forward Thinking Birmingham who support children with mental health needs;
- Children's Services who provide family support;
- The Physical Difficulties Support Service (PDSS) who support and promote inclusive education;
- Paediatric Physiotherapy service who provide specialist assessment and a range of interventions for children with physical difficulties.

Highters Heath Community School is also able to draw on the expertise of staff from other schools within the Excelsior Multi-Academy Trust.

5.10 Securing equipment and facilities

Resources, staffing levels and skills for delivering SEND provision are reviewed annually. Class based resources for children with SEND are continually under review, and if specific needs are identified, the appropriate resources are sourced. Provision is supported and monitored by the SENDCo.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's progress on their Birmingham Toolkits (at least termly).
- Reviewing the impact of interventions after each cycle
- Using pupil voice sheets
- Regular monitoring by the SENDCo, and other members of the SLT
- Using class provision maps to monitor provision
- Holding annual reviews for children with an SSP plans
- Holding annual reviews for children with an EHC plans

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

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs;

- All pupils are encouraged to take part in sports day/school plays/special workshops, etc;
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.14 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 SEND are encouraged to be part of all school groups, including the pupil parliament;
- a full-time Learning Mentor available for in the moment emotional support as well as structured mentoring groups;
- access to “The Den” as a place to regulate emotions;
- PSHE curriculum.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If concerns continue parents should request to meet with the SENDCo. If the issue can't be resolved at this level or the complaint is regarding the SENDCo, the parent should be directed to the school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

- Children's information and Advice Service (CIAS) 0121 303 1888. Emergency out-of-hours Telephone: 0121 675 4806
- The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 0121 303 5004
- SENAR (Special Educational Needs and Review) Parent Link Service 0121 303 8461
- IPSEA Independent Parent Support and Advice 01799 582030
- Educational Psychologists 0121 303 1793
- Pupil and School Support Service 0121 303 1792
- Sensory Support Service 0121 303 1790
- Communication & Autism Team 0121 303 1792
- Autism West Midlands 0303 03 00 111
- School Nurses 0121 245 5750
- Forward Thinking Birmingham (Mental Health Services for 0-25 year olds) 0300 300 0099
- Speech & Language Services 0121 466 6231
- Occupational Therapy: 0121 466 6231
- Physiotherapy: 0121 465 4461

5.17 Contact details for raising concerns

At Highters Heath Community School, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs. If parents were to have a question or concern about the provision for a child with special educational needs, in the first instance, we would encourage them to contact their child's class teacher or the school SENDCo. If they still have concerns, the next step would be to contact the Headteacher.

The SEND Governor can be contacted by telephoning the school office or writing a letter marked for their attention. The school and governing body take complaints seriously and will do everything they can to resolve the issue quickly. In the unlikely event the concern is not resolved, contact the Chair of Governors, in line with the 'Parental Complaints' policy and procedure.

5.18 The Local Authority Local Offer

Birmingham's local offer (SEND) is published here: [Local Offer Birmingham](#)

6. Monitoring arrangements

This policy will be reviewed by the SENDCo, Mrs Lindsay, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Date – February 2023

To be reviewed – As required