



High Green Primary School

Special Educational Needs and Disability Policy (SEND)

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

High Green Primary School is committed to provide high quality education that is tailored to the needs of all pupils. We believe that all children, including those identified as having special educational needs, are entitled to a broad and balanced curriculum, both academic and social. They are also entitled to a curriculum that is accessible to them in which they can access all parts of school life and be valued.

We try to eliminate prejudice and discrimination and have built an environment where children can reach their full potential and feel safe.

High Green is an Inclusive School. We continually develop a culture of policies and practices that ensure we include all learners. We promote a sense of community and belonging and offer new opportunities for learners who may have previously experienced difficulties. This means that all learners are taught in a way that is mindful of their needs and varied life experiences. Every teacher is a teacher of every child in their class, including those with SEND.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

All children and young people irrespective of race, gender, disability, sexual orientation, religion or belief and are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

The aims of this policy and practice at HGPS are:

1. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
2. To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
3. To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
4. To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.

5. To request, monitor and respond to parent/carers and pupils' views in order to evidence high levels of confidence and partnership.
6. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
7. To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
8. To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

- SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

This policy outlines our provision for children who experience the following barriers to their learning:

- Sensory or physical impairment.
- Cognitive/ learning difficulties.
- Emotional or social difficulties.

- Environmental factors.

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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

At HGPS, we regard SEND to be everyone's responsibility. By working together as a team, we hope to be able to provide high quality support to meet the needs of all our children.

4.1 The SEND team (SENDCO – SEND Co-ordinator)

- **F2/KS1 SENDCO: Mrs Natalie Coe**
- **KS2 SENDCO: Mrs Nickie Beal**
- **SENDD Support: Mrs Julie Roberts**
- **Email:** senco@highgreen.sheffield.sch.uk

They 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.
- 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 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.

4.2 The SEND governor

SEND Governor: **Mrs Sonja Shaw.**

They will:

- Help to raise awareness of SEND issues at governor meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

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- Work with the headteacher and SENDCO's to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCO's 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 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 SENDCO to review each pupil's progress and development and decide on any changes to provision:
 - Attending SEND reviews.
 - Sharing appropriate assessment and tracking data.
 - Sharing regular updates, including spring term interim tracker.
 - Ensuring Sensory Profile adaptations where appropriate.
 - Sharing accurate and up to date transition information.
 - Supporting changes to targets (SMART targets)
- Ensuring they follow this SEND policy.

5. Safeguarding

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Our Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in managing or reporting these challenges

Whilst all children should be protected, our school recognises that some groups of children are potentially at greater risk of harm. This is reflected in policy and practice.

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Our school recognises the potential need for Early Help for a child who:

- is disabled or has certain health conditions and has specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need.

Teaching about safeguarding, including online safety, is adapted for vulnerable children and some children with SEND where appropriate.

6. SEND Information Report

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**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

7. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at High Green Primary School, please contact us on 0114 2848264 or e-mail us at enquiries@highgreen.sheffield.sch.uk.

Alternatively, Sheffield's SEND Local Offer can be obtained from Sheffield Council's website (www.sheffield.gov.uk)

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=j>

[Bd7MDpqUml](https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUml) or directly from the school website www.highgreenprimary.co.uk

8. Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of attainment and progress for all pupils to ensure that:

- The attainment gap between the child and children of a similar age is closing
- The attainment gap does not grow wider
- Attainment is similar to that of peers starting from the same attainment baseline
- Progress matches or is better than the previous rate of progress.

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- The pupil demonstrates an improvement in self-help, social or personal skills.
- The pupil demonstrates improvements in receptiveness to learning.
- 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.

Systems used to support next steps include Sheffield Support Grid's, Birmingham Toolkit, Sensory Profile and Boxall Profile.

9. 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.

5.5 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 or 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 and their impact on the pupil's progress.

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11. Supporting pupils moving between phases and preparing for adulthood

- Following the Transition Triangle, each child will benefit from a universal and where appropriate more bespoke transient package depending on need.
- This will happen between each class and between each school at secondary transition.

12. Adaptations to the curriculum and learning environment

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

- Curriculum adaptations following the theory on cognitive overload (Sweller)
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Clicker etc.
- Communicate in Print
- Zones of Regulation.
- Makaton basic signs for emotions
- Sensory Breaks.
- Individual work stations.
- Bespoke adaptations following on from individual Sensory profiling.

13. Additional support for learning

Whilst Class teachers take responsibility for the learning and teach of all pupils, our Teaching Assistants support children with their individual learning and progress.

This may be:

- On a 1:1 basis for short, specific periods of a lesson, as directed by the teacher.
- In small groups for short, specific periods of a lesson, as directed by the class teacher.
- Specific interventions: NIP, Rapid Catch Up (Little Wandle) 1:1 Reading

HGPS has positive relations with other agencies in order to support pupils effectively. This includes health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

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

- Educational Psychology
- Sheffield Speech and Language Therapy Service
- Ryegate
- Autism Team
- Rowan Outreach Service
- Sheffield Children's Hospital
- Barnsley health Service and Mental Health Team

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- SENDSARS (Special Educational Needs and Disabilities Support, Advice and Resources Services)
- SENDIASS (Special educational needs and Disabilities Information Advice and Support Service)
- FIS (Family Intervention Service)
- LA Inclusion and Attendance Team
- PIP (Primary Inclusion Panel)

14. Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their outcomes half termly through Pupil Progress Meetings between staff and senior leaders
- Reviewing pupils' individual progress towards their outcomes each term using a person-centred approach (family, pupil, professional) and focus on preparation for adulthood
- Reviewing the impact of interventions after completion of the recommended time – for example, this may be half a term, 10 weeks or full term
- Using pupil questionnaires
- Using parent questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

15. 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 Breakfast and after-school clubs. SEND pupils are actively encouraged to join by listening to pupil voice on reviews as to what they would like to try.

Occasionally, a pupil may need additional adult support. In these ways, it is ensured that pupils with SEND have no barriers to participation and can enjoy the same activities as other pupils in school.

All pupils are encouraged to go on our residential trip in Y6, the one night residential in Y2 and the Wild Camping event in Y4.

All pupils are encouraged to take part in sports day/school plays. This may involve adjustments and modifications to the activity, including 1:1 support from an adult.

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

The school has grounds and buildings (including the mobile classrooms) that are accessible using a wheelchair.

The school is situated on one story, has a disabled toilet provision and disabled access.

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16. Support for improving emotional and social development

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

HGPS takes a 'Trauma Informed School' approach to all pupils and ensures that staff are 'Emotionally Available Adults' at all times to all pupils (parents / peers)

Pupils with SEND are encouraged to be part of the wider school: school council, sporting events, sports leaders.

Zones of Regulation are used throughout school, utilising Makaton signs to enhance communication.

We have a zero-tolerance approach to bullying.

17. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

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

18. Contact details of support services for parents of pupils with SEND

The Sheffield Local Authority SENDIAS Team provide advice, support and help for young people with SEND, and their parents and carers.

Telephone: 0114 273 6009, Monday to Friday, 9am to 5pm

Email: sSENDdias@sheffield.gov.uk

18.1 Contact details for raising concerns.

Anyone on the SENDCO team can be contacted to raise initial concerns. Also, any member of the senior Leadership team.

18.2 The local authority local offer

The Sheffield Local Offer is published here:

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

Our contribution to the Sheffield Local Offer is published here:

https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=D5VcB5EE7yk&localofferchannelnew=10_4_1

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19. Monitoring arrangements

This policy and information report will be reviewed **annually**.

The responsibility for review and updates lies with the SENDCO Team.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board, during the Spring Term Full Governors meeting.

20. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy and Written Principles
- Equality information and objectives
- Supporting Pupils with Medical Conditions
- Child Protection
- Positive Handling
- Education of Children Looked After
- Pupil Premium Statement
- Children with Health Needs who cannot attend school

