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**HIGHFIELD ELY ACADEMY**  
*An Active Learning Trust School*

# HIGHFIELD SCHOOL

## **SPECIAL EDUCATIONAL NEEDS POLICY** **AUTHOR: SIMON BAINBRIDGE**

### **Inclusion Statement**

We aim to provide a stimulating learning environment, across the whole curriculum that maximises individual potential and ensures pupils of all ability levels are well equipped to meet the challenges of education, work and life.

### **Introduction**

Nearly one in six children is considered to have special educational needs and successive governments have developed the statutory framework to respond to the diverse needs of individual children. The government's vision has been set out in the most recent strategy document Support and aspiration: A new approach to special educational needs and disability (March 2011).

Schools and early education settings have to have a written SEN policy. "The SEN policy must contain the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999." SEN Code of Practice (2001) 1:24

The information that must be included in a policy is described fully in the SEN Code of Practice. It covers:

- Basic information about the school's special educational provision.
- The school's policies for the identification, assessment and provision for all pupils with special educational needs.
- The school's staffing policies and its policy on partnership with bodies beyond the school. All pupils at Highfield have a full statement of Special Educational Needs, and are placed at Highfield

due to their SEN not being able to be met at that present time within a mainstream environment.

### **Definition of special educational needs**

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

a) Have a significantly greater difficulty in learning than the majority of children of the same age;

or

b) Have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local authority; and

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c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. "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.

### **Special educational provision means:**

- For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- For children under two, educational provision of any kind. Section 312, Education Act 1996 (updated)

### **Definition of disability**

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out day-to-day activities. The effect must be:

- Substantial (that is more than minor or trivial); and
- Long-term (that is have lasted or is likely to last for at least a year or for the rest of the life of the person affected); and
- Adverse.

### **Looked After Children (LAC)**

LAC are seen as additionally vulnerable due to the nature of their background before being taken into care. In many cases their progress is not as good as it could be, and may compare poorly to their peers. Pupils whom are LAC have additional meetings termly (PEPs) to plan for boosting their progress, and have access to Pupil Premium Plus funding (currently £1800 per year). This may be used in a variety of ways according to the individual pupil and their next steps in their learning journey.

### **Purpose**

We at Highfield School believe that each pupil has individual and unique needs but that some pupils require more support than others in order to achieve to their full potential. In particular, we aim to:

- Enable every pupil to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.

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- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

### **Relationship to other policies**

This policy should be read in conjunction with the policies on Curriculum, Equality, Health and Safety (including Intimate Care), Accessibility Plan and Assessment. All of our pupils have Education, Health and Care Plans. It is each teacher's responsibility to provide for pupils within his/her class, and to meet their individual needs, being aware that these needs vary from pupil to pupil. All staff are responsible for helping to meet an individual's special educational needs and for following the school's related procedures for identifying, assessing and making provision to meet those needs.

The Local Governing Body, in co-operation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for all pupils.

### **The Executive Headteacher has responsibility for:**

- The management of all aspects of the school's work.
- Keeping the Local Governing Body informed about relevant issues.
- Working closely with personnel within the school.
- Ensuring that school provision meets the needs of individual pupils, and that pupils make the best possible progress given their starting points.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

### **The Local Governing Body will ensure that:**

- Pupil progress is at the heart of the school development plan.
- Pupils are not barred from joining any activity due to their SEN.
- They report to parents on related SEN issues.
- They have regard to the requirements of the SEN Code of Practice (2001).
- They are fully informed about SEN issues, so that they can play a major part in school self review.
- They ensure, with the Executive Headteacher that appropriate staffing and funding arrangements are in place to meet the needs of all learners.
- The quality of provision is regularly monitored.
- They, and the school as a whole, are involved in the development and monitoring of this policy.

### **Class Teachers are responsible for:**

- Overseeing the day-to-day operation of this policy.
- Liaising with and advising other staff as necessary.
- Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process.

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- Liaising with the school office in attending meetings as necessary linked to areas of responsibility and pupils in their class/es.
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues where necessary.

**Teaching Assistants should:**

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for all pupils.
- Provide feedback to teachers about pupils' responses to learning tasks and strategies, and contribute to assessment of pupil progress.

**Arrangements for monitoring and evaluation**

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENCO and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- The School Development Plan, which is used for planning and monitoring provision in the school
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following Annual Review meetings and if parents choose to meet to produce IEPs and other pupil targets.