

# SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY



HEADLANDS CE (C) J I & N SCHOOL

## Introduction

At Headlands CE J I & N School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with special educational needs meet the definition of disability, but this policy covers all of these pupils.

- A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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.

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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have medical needs will be recorded on the school's medical register unless they also have SEND or a disability.

At Headlands we understand that all SEND procedures stress the importance of working in partnership with parents in all aspects of the pupil's education and aspirations, and of the pupil's participation in making decisions and exercising choices in relation to their own education and aspirations. This can help the pupil's progress. We need to work towards accomplishing this goal.

## 1. Purpose

The specific objectives of our SEND policy are as follows:

- to identify pupils, early, and to centre around the child's own aspirations, interests and needs
- to ensure high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children
- where children and young people need educational provision that is additional to or different from school will make their best endeavours to ensure such provision is made for those who need it
- to ensure that children with SEND engage in activities of the school alongside pupils who do not
- to ensure that all learners achieve their best and become confident individuals
- to ensure parents are informed of their child's special needs and provision, and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

This policy complies with the statutory requirements of the SEND (Special Educational Needs and Disabilities) Code of Practice 0-25 January 2015 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEND report, which details the provision made for pupils with SEND, found on our website
- The Local Authority Guidance 'Children and Young People with SEN; Guidance-School Based Report'
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice 2015, this policy has been co-produced with:

- The school's Special Educational Needs and Disabilities Co-ordinator (SENDCO)
- The SEND Governor
- The Senior Leadership Team
- Parents of SEND children

## 2. Contacts

Carly Cowling (SENDCO)

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## 3. Long term aim of the policy

Objectives:

1. To work within the guidance laid down in the SEND Code of Practice 2015.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school **graduated teaching** approach to the management and provision of support for SEND that takes into account all of a pupil's needs (**using the assess, plan, do, review model used in the school's provision map**).
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
5. To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEND policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

## 4. Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through **quality first teaching**. At Headlands CE J I & N School, quality first teaching is defined as having key characteristics:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Staff are expected to use appropriate planning, differentiation and targeted focused learning activities, as well as appropriate adult support, to enable children with SEND to access the curriculum, and ensure all children are treated inclusively.

It is the responsibility of the class teacher to implement features of quality first teaching in lessons, and enable children with SEND to access a broad and balanced curriculum.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autistic Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

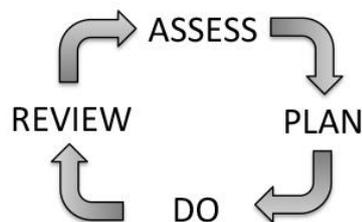
Other factors may impact on the progress and attainment: attendance and punctuality, English as an additional language, being a looked after child, health and welfare, being a recipient of the Pupil Premium, disability (the Equality Act and Code of Practice state that schools and settings have a duty to make 'reasonable adjustments- these alone do not constitute SEND)

## 5. SEND Support in school

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place.

SEND support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support the pupil in making good progress and securing good outcomes.

### THE GRADUATED APPROACH:



#### Assess:

- A clear analysis of the pupil's needs is made

#### Plan:

- Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents will have been involved in forming the assessment of needs.
- A planned approach of adjustments, interventions and support to be put in place occurs in consultation with parents, as well as expected impact on progress, development or behavior, along with a clear date for review.

#### Do:

- The class teacher remains responsible for working with the child on a daily basis.
- The pupil may be involved in group or one to one teaching away from the whole class but they will still remain the responsibility of the class teacher.

### Review:

- The effectiveness of the support and interventions and their impact on the pupils progress will be reviewed in line with the agreed date.
- Reviews occur in consultation with the parents and young person where appropriate and in order to plan next steps.

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action to identify, assess and meet their needs. If so, a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers and all the agencies involved with the child, and may lead to the issuing of an Education, Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through the annual review, where the outcomes on the EHCP will be considered.

## 6. Criteria for exiting the SEND Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with a parent/carer at the end of each monitoring cycle.

A child may exit the SEND Register if:

- a child makes progress to achieve their targets
- the class teacher is confident the pupil will continue to make good progress
- quality first teaching techniques are sufficient to maintain good progress

## 7. Supporting pupils and families

We aim to work in partnership with parent and families to ensure that they are fully informed about all matters relating to their child's SEND, and their views are taken into account during the process. We understand that a parents' views are important, especially in relation to the assessment towards, drawing up or reviewing an EHC plan. Time will be given to parents to share their knowledge about their child, to give confidence to parents that their contributions are valued and will be acted upon.

Our SEND report is on our website, and is updated regularly. We guide parents towards the Local Authority's Local Offer for more information about wider services. In addition to information about the personalised support we offer to their child, we also provide information about:

- Our admissions arrangements (on the school website)
- Our links with other agencies (on the school website)

- Our arrangements for examination and assessment
- Our transition arrangements

We recognize that children have the right to receive and impart information, to express an opinion and to have their opinion taken into account in any matters affecting them from the early years.

## 8. Supporting pupils at school with medical conditions

At Headlands CE J, I & N School we recognize that children and young people at school with medical conditions should be properly supported so that they have full access to education, (including school trips and physical education) play an active role in school, remain healthy and achieve their academic potential. Some children and young people with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement, or Education, Health and Care Plan. If so, the SEND Code of Practice (2015) is followed.

For those children that require additional support for medical conditions, staff will receive the relevant training if necessary to support that child's needs.

Where deemed necessary, an individual health care plan may be developed to help to support a child in school with a medical condition.

## 9. Monitoring and evaluation of SEND

During the academic year, a child's Individual Education Plan (IEP) will be reviewed termly or more frequently if necessary. At each time, the views of the parent, child and class teacher are shared, and the targets set are carefully evaluated. When this information is gathered, the class teacher will decide if the targets on the Provision Map or SEND support plan have been met. If so, new targets are carefully planned and set with the views of the parents and child in mind. On some occasions, targets may be continued, with some adaptation, to ensure the child is making progress.

The Governing Body have the overall responsibility to ensure the school is managing the monitoring and evaluation of SEND effectively.

## 10. Resources

### Funding for SEND

- All schools receive an amount of money to support children and young people with SEND. This is provided as part of the school's block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the SEND needs of the children and young people at their school. The Education Funding Agency describes the funding available within schools for SEND pupils being made up from 3 elements:
- Element 1- Core Education Funding (mainstream per pupil funding AWPU)

- Element 2- Schools Block Funding (contribution of up to £6k for additional support required by children and young people with high needs, from the national SEND budget)
- Element 3- High Needs Top Up (top up funding from the local authority to meet the needs of individual children and young people with statements/EHC plans)

The amount of money in the schools block funding identified in Element 2 is based on a formula which is agreed between schools and the local authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support SEND within the school, and specifically to fund the first £6000 of a pupil's SEND support.

Additional resources for individual statements or EHCP's- Element 3, are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels, A, B, C or D depending on the type and level of need for each pupil.

High needs with statements or EHCP's are therefore supported by a combination of school block funding (element 2) and high needs top-up funding (element 3).

### Funding of Specialist Provisions in Maintained schools

Specialist provision are funded on an agreed number of places as agreed with the DFE on an annual basis. There is also an additional element of top-up funding allocated to the school to meet the needs of the actual pupils in Specialist Provision. All funding for the Specialist Provision pupils comes from the High Needs Budget.

### Workforce Development

An induction process is in place for all teacher and support staff. This includes a meeting with the SENDCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a program of professional development is in place, and staff are encouraged to access this.

The school's SENDCO regularly attends the local authorities SENDCO network meetings, and trust SEND meetings in order to keep up to date with local and national issues relating to SEND.

## 11. Roles and responsibilities

- The SEND Governor is Mrs Kirsty Dickinson. Kirsty and the SENDCO meet termly and monitor the progress of pupils with SEND
- The school employs 11 support staff working on a one to one basis. They can carry out a range of roles across the school, and are line managed by senior leaders. They work closely with the class teachers, who oversee their work and plan with them
- The designated teacher for safeguarding is the head teacher, the deputy head teacher and the assistant head (Inclusion Manager)
- The member of staff responsible for looked after children is the assistant head (Inclusion Manager)

## 12. Storing and managing information

All documents relating to children and young people on the SEND Register are stored electronically and in the school filing system, which are updated every term. This information is included in the school census. The names of pupils removed from the SEND register are also recorded for monitoring purposes. This information is kept for three years.

During transition i.e. to a different key stage or high school, all SEND records are shared, and information sharing meetings are organised by the SENDCO.

## 13. Reviewing the Policy

We will review this Policy within our school policy review cycle liaising with the appropriate school governors. This document may be changed frequently in light of legislation changes.

## 14. Accessibility - Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. Please find this policy on [LINK](#)

Parents/carers can access key staff by telephoning 01924 767066, emailing [office.headlands@kirklees.gov.uk](mailto:office.headlands@kirklees.gov.uk) or writing to/visiting Headlands CE J, I & N School, Headlands Road, Liversedge WF15 6PR.

## Dealing with Complaints

For specific ways in which parents of children with SENDCO can make complaints, please see our Complaints policy [LINK](#)  
We aim to deal with complaints in a swift and discreet manner.

## 15. Bullying

At Headlands CE J, I and N School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND. We do this by:

- Dealing with incidents of bullying quickly and effectively
- Informing parents of any incidents
- Following procedures set out in our Behaviour Policy and Safeguarding Policy

## 16. Appendices

All policies mentioned can be found on our school website [www.headlandsce.org.uk](http://www.headlandsce.org.uk)

Last reviewed and approved by governors: October 2017  
Next review due: October 2021

