



Higher Failsworth Primary School

'Working together for an Education for Life.'

Special Educational Needs and Disability Policy

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Introduction

Higher Failsworth Primary School's Special Needs Coordinator (SENDCo) is Toyha Lawson. Mrs Lawson has nine years teaching experience and four years leadership and management experience and four years of experience as a SENCO. She holds the National Award for Special Educational Needs (NASENCO) at Manchester Metropolitan University.

If you have an SEN/D issue you are invited to email Mrs Lawson on t.lawson@higher-failsworth.oldham.sch.uk or ring the school on 0161 681 2645.

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in Higher Failsworth Primary School.

You can also view our SEND Information Report via our school website.

Vision & values

At Higher Failsworth we are committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers, teaching assistants and other pastoral support professionals. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Mission Statement for Higher Failsworth

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND

SEN Vision

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, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

Early years

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)

SEN Definition

Special educational needs (SEN)

xiii. *A child or young person 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:*

- *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*

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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

xvi. *A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

xvii. *Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD."*

(SEND Code of Practice 2015: pg. 15)

School

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

- **Communication and interaction**- eg speech and language difficulties, autistic spectrum disorder
- **Cognition and learning**- eg dyslexia, dyspraxia, dyscalculia or general learning difficulties
- **Social, emotional and mental health**- eg children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs
- **Sensory and/or physical impairment**- eg visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEN, 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 SEN definition (Code of Practice Xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

National

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- The Early Years Foundation Stage (EYFS) framework
- Teachers Standards 2012

Local

- Oldham's Local Offer (https://www.oldham.gov.uk/info/201097/your_local_offer)

School

- Supporting pupils with medical conditions policy
- Accessibility policy & plan

- Behaviour policy
- Safeguarding policy
- Admissions policy
- EAL policy
- GDPR policy
- Anti-bullying policy
- Mental health & wellbeing policy

Roles & Responsibilities

Class Teacher/ keyworker

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure High Quality Teaching with differentiation and personalisation to meet need. Staff access training through INSET or CPD opportunities to ensure that needs can be met. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

Each class teacher is responsible for:

- The progress and development of every pupil/young person in their class through high quality teaching/ quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's/ young person's progress and development and decide any changes to provision
- Provide information, reports or attend review meetings based on the person centred principles

SENDCo

The SENDCo is responsible for:

- Working with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.
- Being the point of contact for external agencies.

- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils/young people up to date.
- Managing SEN teaching assistants and other SEN support staff
- Overseeing the professional development of all staff in line with SEND
- Contributing to the in-service training of staff
- Preparing submissions for statutory assessment (Educational Health Care Plans)

Headteacher

The Headteacher will:

- Work with the SENCO and the SEN Governor 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 disability.

SEN Governor

The SEN Governor 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 SENCO and the Headteacher to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

Monitoring & Evaluating

Through regular review meetings the school will monitor the outcomes using the person centred principles, involving the young person, parents, classteacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour including reduction of loss of learning time

Transition

Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from Higher Failsworth Primary School to new schools will have all details of particular needs and additional provision made by the school passed on. The SENCO will discuss these children with other schools on request.

Outside Agencies

We aim to maintain useful contact with support services across Oldham and other local authorities as appropriate.

For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, and Additional Educational Needs service, Health Visitors, Speech and language, Occupational Therapy, Child and adolescent mental health service, Healthy Young Minds and Community Paediatricians.

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the SENCo. The Chair of Governors may be involved if necessary. In the case of an unresolved issue parents should follow the school's Complaints Procedure available on the school's website.

Review of SEND Policy

This policy was developed through consultation with staff, parents, carers and pupils

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.