

# SEND Policy and Information Report

Created January 2022

Higham Primary School



Headteacher	Mrs C Grattan
Governors	Mr B Maynard
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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 and disabilities (SEND)
  - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
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- At Higham Primary School, we aim to ensure that all pupils are appropriately challenged and motivated to achieve their potential. Children with Special Educational Needs and Disabilities are provided with the support and guidance they need to be successful.
  - We treat each child as an individual, with an equal emphasis on their academic progress and their emotional well-being. All of our teachers and teaching assistants have a wealth of experience in supporting Special Educational Needs and know the children they work with extremely well.
  - We work closely with all members of staff to ensure the individual needs of each pupil are met. We liaise with parents, carers and external professionals to ensure appropriate strategies and quality first teaching takes place within the school, enabling each child to become a happy, valued and successful individual.

## 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 SEND 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

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

#### 4.1 The SENDCO

The SENDCO at Higham is Mrs K Blake-Morris. Mrs Blake-Morris can be contacted on:  
[SENDco@higham.kent.sch.uk](mailto:SENDco@higham.kent.sch.uk) or 01474 822535

The SENDCO 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

The SEND governor is Mrs J Brown, who will:

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

- Work with the SENDCO 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 SEND 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
- Ensuring they follow this SEND policy

## 5. SEND information report

(Data Jan 22)

	Whole school		Yr 6	Yr 5	Yr 4	Yr 3	Yr 2	Yr 1	Yr R
<b>EHCP</b>	3		2	0	1	0	0	0	0
<b>SEND SUPPORT</b>	16		2	4	1	4	2	2	1
<b>SEND MONITORING</b>	20		4	5	3	0	4	4	0
<b>PUPIL PREMIUM</b>	27		6	6	5	1	5	3	0
<b>LAC / SGO</b>	0		-	-	-	-	-	-	-
<b>PREVIOUSLY LAC</b>	7		1	3	2	0	0	1	0
<b>EHCP AND PP</b>	1		1	0	0	0	0	0	0
<b>SEND SUPPORT AND PP</b>	5		2	1	0	0	0	2	0
<b>SEND MONITORING AND PP</b>	4		2	1	0	0	1	0	0

National average for a school: SEND Support– 12.2% Higham – 8.2% (Primary 12.6%)

National EHCP – 3.7% , Higham – 1.4% (Primary 2.1%)

## 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, for example, autistic spectrum disorder, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, Sensory difficulties

## 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry to the school, and also at regular points throughout an academic year, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils, including pupil progress meetings every half term, and identify those whose' progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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 (quality first teaching), or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

Teachers consult with all parents 3 times a year, through parents' evenings and end of year reports.

We will have an early discussion with parents when identifying whether their child needs 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

All children on SEND support will receive a Personalised Provision Plan (PPP) which is updated every half term and shared with parents.

### 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. Assessment includes on-going assessment for learning (A4L) during lessons, and also in pupil progress meetings which are held 6 times a year.
- 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.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENDCO can support parents in visiting potential schools and arranging a transition meeting once a school has been chosen, in order to ensure all information in regard to the pupil is shared and an effective transition plan is put in place.

## 5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class regardless of their SEND status.

Quality First Teaching (QFT), as outlined in the Mainstream Core Standards, is our first step in responding to pupils who have SEND. Teachers record whole class QFT strategies and resources on a Provision Map every half term. Teaching is differentiated for groups and / or individual pupils accordingly.

We provide the following interventions:

Emotional Regulation – 5 point scale

Lego Therapy

Social skills support

Self Esteem / anxiety support

Emotional well-being check ins

Sensory Circuits / Sensory Breaks

Speech and Language Support

Clever Fingers

Memory / Retention support

We also subscribe to the following external interventions:

The Dog Mentoring Scheme

Project Salus



## 5.7 Adaptations to the curriculum and learning environment

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

- 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.

## 5.8 Additional support for learning

Every class / year group has access to a Classroom Teaching Assistant (TA) at some point throughout the day. In EYFS and KS1, there is a classroom assistant in the classroom all day every day.

Some children are in receipt of Higher Needs Funding (HNF) and are assigned a 1:1 teaching assistant to support them.

The school have access to the Specialist Teaching and Learning Service (STLS) through attending LIFT (Local Inclusion Forum Teams) meetings. If agreed by parents and STLS, children are seen regularly by a specialist teacher who give the school advice and further strategies to support the children in school.

## 5.9 Expertise and training of staff

Our SENDCO is allocated 3 days a week to manage SEND provision (currently Tuesday, Wednesday and Thursday) The Assistant SENDCO is allocated 4 days a week (Currently Monday to Thursday).

We have a team of 13 teaching assistants, including 2 Higher Level Teaching Assistants (HLTAs).

In the last academic year, staff have been trained in the following:

Attachment / ACEs (Adverse Childhood Experiences), The use of Sensory Breaks, Mainstream Core Standards including Quality First Teaching, Provision Mapping and Effective Interventions. Teachers meet weekly, and TAs fortnightly, to keep up-to-date with current issues, including SEND.

## 5.10 Securing equipment and facilities

SEND has an annual budget overseen by the SENDCO, which is shared with the Governors. This can be used for resources and CPD (Continuing Professional Development). If staff need additional equipment, they liaise with the SENDCO.

The school can apply for Higher Needs Funding for an individual pupil:

'Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top up funding where the cost of the SEND provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).' (*SEND Code of Practice*). The SENDCO will apply for HNF if the school spends more than £6000 on a child's provision.

### 5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after approx. 6 weeks (one half term)
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

At Higham, we ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school.

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

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

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

Pupils with disabilities are supported in many ways in Higham, to ensure they can access the curriculum and extra-curricular activities through:

- Clear policies and procedures in regard to children with a disability (Eg Accessibility Policy – can be found on the website)
- A risk assessment / care plan written when appropriate in liaison with parents and any relevant external agencies
- Regular meeting with parents and child to review and adapt any plans / policies.
- Liaison with external agencies when needed

### 5.13 Support for improving emotional and social development

Higham believes that a child's well-being is paramount in order for effective learning to take place.

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

- Well being check-ins by a designated staff member (safe adult), often the ASENDSCO, for children who have been identified as vulnerable.
- A whole school Sensory approach to encourage brain breaks when needed. Each phase (EYFS, KS1, Lower KS2, Upper KS) have a Sensory box and a designated Sensory area for children to take a break if needed.
- An open-door policy for any parent who has concerns about their child.

➤ Social skills interventions for children who need support to form effective relationships with their peers.  
At Higham, we have a zero tolerance approach to bullying.

### 5.14 Working with other agencies

Higham works effectively with a range of agencies and external support networks, such as:

Early Help,  
Social Services,  
Specialist Teaching and Learning Service,  
KCC,  
NHS services such as speech and language and occupational therapy,  
Virtual School Kent,  
Project Salus  
Single Point of Access (SPA).

### 5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher 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

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

There is a range of support and services available in the local area to parents / carers of children with SEND.

### 5.17 Contact details for raising concerns

Contact details for key people:

Mrs K Blake-Morris SENDCO : [SENDco@higham.kent.sch.uk](mailto:SENDco@higham.kent.sch.uk)

Mrs C Grattan Headteacher: [headteacher@higham.kent.sch.uk](mailto:headteacher@higham.kent.sch.uk)

Brian Maynard, chair of governors: [BMaynard@higham.kent.sch.uk](mailto:BMaynard@higham.kent.sch.uk)

### 5.18 The local authority local offer

The Government has asked all Local Authorities in the UK to publish information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the local offer.

Further information about the Local Offer can be found on the Kent County Council website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **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.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding
- Medical Needs Policy
- Teaching and Learning Policy
- Staff Code of Conduct