



Definition of Special Educational Needs and Disability:

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 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*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

*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.... **Code of Practice 2015***

The school's Special Educational Needs and Disability Coordinator is: Anne Temple
Shadow Sendco: Sarah Cliff

The Link Governor responsible for Special Educational Needs and Disability is: Bernard Saunders

Special Educational Needs Provision at Highcliffe:

By promoting high standards, inclusion and equal opportunities, the staff and governors at Highcliffe aim to provide an atmosphere in which all children's needs are met. Children with SEND are identified through a process of assessments and discussion with parents, children, school staff and possibly external agencies.

If a child is identified as having special educational needs, we aim to ensure that their needs are met by:

- Working together with parents and other professionals to identify a child's special educational needs **early** in order to reduce barriers to learning and participation.
- Ensuring that children with special educational needs are offered full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities.
- Setting achievable targets to meet the special educational needs of children whose educational programmes need to be different or additional to those set down in the Foundation Stage Curriculum and National Curriculum.
- Working in partnership with parents in order to make the best provision for the child.
- Taking the child's views into account with regard to their learning goals, wherever ascertainable, in the light of their age and understanding.
- Regularly reviewing support and progress through a cycle of assessing, planning, delivering and reviewing.
- Encouraging all pupils to take part in a wide range of extra curricular activities with all other pupils both in school time and during twilight clubs. All pupils with SEN are welcome to take part in school extraneous activities including the residential, as long as the health and safety needs of those involved can be risk assessed and the risks minimized by reasonable actions on the part of the school.

Admissions Policy

Children are admitted in the autumn term of the academic year in which they become 5. All pupils are welcome, including those with special educational needs, in accordance with the new Code of Practice and the LA admissions policy. Code of Practice 2014 chapter 1 section 1:27

Under Section 316 of the Education Act 1996 states that, "If a parent wishes to have their child with a Statement (or EHCP) to be educated in mainstream the LA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility."

Coordination of Special Educational Provision

Special educational provision is an integral part of the school's development plan.

The Special Educational Needs and Disability Coordinator (SENDCO), in conjunction with the Link Governor, the Head Teacher, Senior Management/Leadership Team and Class Teachers, has oversight over the schools Special Educational Needs and Disability Policy and provision by:

- Liaising with and advising fellow teachers.
- Overseeing the records of all pupils with SEND and maintaining the Special Needs Record.
- Liaising with parents and pupils.
- Contributing to in-service training for staff
- Liaising with LA support services and other external agencies, such as specialist teaching services, educational psychology services, Child and Adolescent Mental Health Service (CAMHS), health and social services.
- Monitoring and evaluating the effectiveness of special educational provision, such as the use of and need for resources, TA support and interventions.

Equality Act 2010

The act states that a person has a disability if the person has a physical or mental impairment, **and** the impairment has a substantial and long- term adverse effect on the person's ability to carry out normal day-to-day activities. Reference is made to the Act when considering specific needs of individuals.

Accessibility for pupils with Special Educational Needs and Disabled people

- Ramped access from Greengate Car Park to Acorn Playgroup and Community Wing
- Ramped access from Greengate Hall to/from Acorn Playgroup and Community wing from Middle Playground to Greengate Area A.
- Ramped access from Top playground leading to entrance ramp at Elmfield lower level and hall
- Ramped access from Elmfield Avenue into Elmfield upper level.
- Ramped access from Elmfield car park to Elmfield upper level
- Pathway leading from Greengate Lane to top playground
- Rails alongside internal and external steps
- White lines on steps around school.

NB there is no disability access at the main Greengate entrance.

Highcliffe has not been designated a disability friendly site due to the difficulties in travelling from Greengate to Elmfield side of school.

Allocation of Resources

The Head Teacher, SENDCO, Class Teachers and Teaching Assistants attend courses to update skills, promote good practice and address specific needs as part of their continuing professional development and the school's development plan. Depending on the nature of the needs, and relevant advice, allocated support or resources may be provided. Advice is sought from the Specialist Support Services, Educational Psychology Service, Autism Outreach Team and Health and Social Services as needs arise.

Funding for Special Educational Needs

Funding for Special Educational Needs will be delegated to schools according to the LA formula.

The head teacher is responsible for overseeing the SEND budget. The SEND budget and budgets within other curriculum areas provide the following resources:

- LSA support for those children with a Statement of Special Educational Need/ EHCP.
- LSA support to run intervention programmes.
- SENDCO non-contact time for liaison with external agencies, assessment, record keeping, monitoring and review.
- Courses for staff to attend to increase knowledge and development
- Range of books, basic skills resources and materials, including IT software to suit pupils with a variety of needs and disabilities.

Identification of pupils with SEND and determining and reviewing their needs

Within the guidelines of the revised SEND Code of Practice 2015, pupils' special educational needs and disabilities fall into the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Difficulties

Some pupils may not fit into one particular category, but may have needs which overlap across a range of categories or areas of need.

Highcliffe measures success by tracking the progress of individuals and identifying areas of concern through a variety of assessments, both formal and informal, by:

- holding half termly forum to ensure the progress of all pupils is monitored efficiently
- analysing data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data including Raiseonline and Target Tracker.
- completing classroom-based assessments, observations and monitoring arrangements
- following up parental concerns
- liaising with feeder nurseries and/or previous schools on transfer
- using information from other services and outside agencies
- recognising that Special Educational Need or Disability may explain delayed or slower progress, but also acknowledging that it is important to make the distinction between pupils with special educational needs and those who are underachieving for other reasons. Some pupils may be underachieving but will not necessarily have a Special Educational Need

We aim to ensure that staff are aware of other factors:

- Attendance and Punctuality
- Health and Welfare
- EAL(English as an Additional Language)
- Pupil Premium Grant
- Looked After Child

Identification Process at Highcliffe:

The SEND Code of Practice (2015) promotes a graduated response, recognising that there is a continuum of special educational needs. Where progress is not adequate, **additional** or **different** action will be taken to enable the pupil to learn more effectively. The school is expected to make **reasonable adjustment** to enable SEND pupils to access the learning environment.

Initial Concerns:

When a class teacher becomes concerned that a child is not achieving as expected, the class teacher will record relevant observations and assessment information including notes from discussions with other staff, including classroom or teaching assistants, parent/carers and the child. The class teacher completes an Initial Concerns form and will meet with the SENDCO. The class teacher/SENDCO will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. A decision will then be made as to whether or not to place a child on the SEN record.

SEN support:

If the strategies implemented at the Initial Concerns Stage do not result in sufficient progress, the class teacher will discuss this with parents, child and SENDCO and the child will be placed on the SEND record.

- The class teacher (with support from the SENDCO if required) devises interventions additional to or different from those provided as part of the school's differentiated curriculum.
- The class teacher is responsible for working with the child on a daily basis and for planning and delivering an individualized programme. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO offers advice, support and takes the lead in the further assessment of the child's strengths and weaknesses.
- A request for external support may be made by the SENDCO and class teacher, in consultation with parent. The services may include Learning Support services, Hearing Impairment, Visual Impairment, Autism Outreach Teams, Educational Psychology Service, Health and Medical Services and Social Services
- School will aim to follow the advice and support from outside specialists and, in some cases, special equipment may be provided for use in the classroom (budget considerations may be necessary)
- Parents, SENDCO, school staff and the child will become involved in regular reviews and further assessment of the child, planning for any future interventions, delivery of the intervention and reviews of progress.
- Some, but not all, pupils identified as SEN support will require an SEN support plan. This is aimed at children and young people with special educational needs and /or a disability, but without an Education, Health and Care Plan. A **SEN support plan** will be put in place for a very small number on the SEN record who require additional 'High Needs funding', for which an application will be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where external agencies have been involved in assessing the pupil or contributing to their provision. The SEN support plan will be produced through liaison between the family, young person and school. It may become the basis of information for the next stage of provision.

Education, Health and Care needs Plan/Statement of Educational Needs:

Where expected progress has not been made, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, the school or parents should consider requesting an Education and Health and Care Plan (EHC plan). An Education and Health Care plan outlines the pupil's needs and provision and is developed with external agencies, families, school and the Local Authority

Parent and Pupil Partnership:

We actively encourage children and their parents to be involved in the process of identification of needs, target setting and monitoring progress through the regular target setting and review process. We value the contributions of parents to their child's education and progress, and acknowledge their unique strengths, knowledge and experience. We encourage parents to raise any concerns they may have about their child's needs at the earliest opportunity.

Complaints procedure:

Where a parent has differences of opinion, or difficulties concerning the provision offered for their child, the following points of contact for discussion can be made:

- ⇒ Class teacher
- ⇒ Special Educational Needs and Disability Coordinator (SENDCO)
- ⇒ Head Teacher
- ⇒ Parent Partnership
- ⇒ School governors

Where informal discussions have been exhausted without resolving matters, then the LA's statutory SEN disagreement resolution process may offer a way forward.

The Role of the Governors in evaluating success of education provision for pupils with Special Educational Needs and Disability:

Governors are responsible for ensuring:

- the maintenance of accurate, up-to-date records by the SENDCO and other staff
- the monitoring of classroom practice by school senior management and SENDCO
- analysis of pupil tracking data and test results for individuals and groups of children
- the monitoring of value-added data for pupils on the school's SEN Record has been completed
- monitoring of procedures and practice by designated SEN governor
- school self-evaluation is completed
- recommendations from OFSTED inspection reports are followed
- that any element of the School Development/Improvement Plan with regard to SEN is completed and monitored

Transfer Arrangements:

Where a child transfers to or from another school or early years setting, an early meeting with parents and child at the new school may identify special educational needs. Some children are admitted to Highcliffe from Early Years Settings, such as Nursery Schools and Play Groups who have already been identified with SEN and will become SEN support at this stage.

The child's records are sent for and, where necessary, liaison may be needed between class teachers or SENDCOs.

Where a child is transferring to the Secondary Phase, close liaison occurs between the SENDCOs of Highcliffe and the relevant high school setting for a child with Special Educational Needs and Disability. Appropriate transfer of records and information will be made. Such information will include areas of strength and weakness; progress; support and special equipment used; involvement of external agencies and any specialist reports.