
High View Primary School



Opportunities to Thrive

SEND Policy

Autumn Term 2025

Date for review: Autumn Term 2027

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Acronyms

ASD – Autism Spectrum Disorder

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

EHCP – Education Health Care Plan

SEN – Special Educational Needs

SEND – Special Educational Needs and Disability

SLCN – Speech Language and Communication Needs

1. **Introduction**

Most children will have a Special Need at some time or other and may require an adapted approach to their learning. It is the responsibility of all who come into contact with children to adapt their approach according to individual needs. However, some children may manifest needs that require a more co-ordinated and planned approach than the remainder of their peers. This policy is concerned with those children and relates to children in the Foundation Stage as well as Key Stage 1 and 2. The School SEND Policy is our most important document in determining how we meet the Special Educational Needs and Disabilities of pupils. This document reflects the statutory requirements as well as our actual day-to-day practice.

2. **Guiding Principles**

In compiling this policy we have had regard to the SEND regulations which came into force on 1 September 2014. This policy further complies with the:

- Statutory requirements of the SEND Code of Practice January 2015
- Equality Act 2010 (Updated Feb 2013)
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- National Curriculum KS1 & 2 Sept 2013
- Teacher Standards 2013

This policy has been through a process of consultation with:

- Parents/carers
- School staff
- Governors

Where the policy mentions pupils, it is referring specifically to pupils with SEND.

3. **Aim:**

At High View Primary School we have high expectations and set suitable aspirational targets for all pupils to enable them to reach their full potential.

All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Education and Health Care Plan (EHCP).

4. **Objectives:**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution and inclusion of all pupils to the life of the school.
- To work in partnership with parents
- To communicate with the Governing Board to enable them to fulfil their monitoring role with regard to the SEND Code of Practice
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

5. **Responsibilities:**

The Inclusion Leader, in collaboration with the Head Teacher and Governing Board, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents/carers, and other agencies. The Inclusion Leader also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN. and is a member of the Leadership Team. The Inclusion Leader's responsibilities include:

For Early Years see section 5 of the SEND Code of Practice 2014: 0 to 25 years

For Primary see section 6 of the SEND Code of Practice 2014: 0 to 25 years

The Inclusion Leader attends the termly Sutton SENCO Network meetings. The Inclusion Leader provides a termly report to the Governing Board, which includes changes to the SEN register and the impact of interventions. In September 2009 it became law for every new SENCO in a mainstream school to gain the Master's-level National Award in Special Educational Needs Co-ordination within 3 years of taking up the post. The Inclusion Leader holds or is working towards the National Qualification for SEN Provision.

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher works closely with the Inclusion Leader and keeps the Governing Board fully informed of SEND issues, providing an annual SEN Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The Governing Board

The duties of the Governing Board are set out in the SEN Code of Practice, November 2001, section 1:21. A comprehensive programme of Continuing Professional Development for SEND is planned according to the school pupil profile.

6. **Four Categories of SEND – Broad Areas of Need**

1. *Communication and Interaction*, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autism Spectrum Disorder)

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate adaptations. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication).
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties*. They include:

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging/ disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder) or ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. *Sensory and/or Physical Needs*, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

7. **Identification, Assessment And Review**

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The class teacher and Inclusion Leader should clearly analyse a pupil's needs before identifying a child as needing SEND support.

Plan: Parents must be consulted wherever it is considered that a pupil may be provided with SEN support.

Do: The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the class teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a broad and balanced curriculum, personalised and adapted according to individual needs. Those who fail to make the expected progress, despite High Quality Teaching, are initially identified by class teachers and/or directly by the Inclusion Leader. Pupils are identified as having SEN only if they are making inadequate progress despite receiving High Quality Teaching. The school has a system whereby a parent/carer or any member of staff can raise concerns/issues with the class teacher in the first instance, followed by the Inclusion Leader or Head Teacher about a child with a potential SEN or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

At this stage a SEN Support Plan (SSP) is drawn up in consultation with the pupil (and parents/carers where possible). If a pupil fails to make the expected progress, advice may be sought from external agencies which may include social as well as educational services. *Some pupils may receive provision/interventions without being placed on the SEN Register.*

Review Meetings

Review meetings are held termly for all pupils on the SEN register. Parents/carers and pupils are invited to attend. Representatives from external support agencies may also be invited, if appropriate. The class teacher leads the meeting, supported by the inclusion leader. Support from the Inclusion leader may involve but is not limited to:

- Arranging a planning meeting with teachers before each SEND review meeting takes place
- Articulating new outcomes
- Discussing the child's progress with relevant staff
- Offering relevant staff advice about the available provision
- Attending at least two SEND review meetings a year per child

The SSP will be evaluated at the SEND review meeting, and a new SSP will be drawn up using the 'Provision Map' programme. Parents/carers will have access to SSPs and any subsequent reviews by logging into the 'Provision Map' programme using their own unique login. If parents/carers are unable to attend, the SSP will still be reviewed by the class teacher in a timely manner and new outcomes set.

Parents can access the reviewed SSP using the provision map software.

Pupils with an EHC Plan

The Local Authority delegates Annual Reviews for pupils with an EHC Plan to schools, during which progress towards objectives/outcomes outlined in the EHC is reviewed, as well as all other sections of the EHCP. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

8. The SEN Register and Record-keeping

If a child is formally identified as having SEN or SEND by an external agency, with the agreement of parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, they are placed on the SEN Register. If, despite targeted intervention, concerns around progress remain, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan).

All class teachers are responsible and accountable for the progress of SEN pupils in their class. Appropriate SEND information for each child is uploaded to 'Provision Map' so that class teachers and teaching assistants are able to access it.

There are 3 stages on the SEN Register, and a pupil may move onto Monitoring/SEN Support at various times through his/her education.

Monitoring - where there are ongoing concerns about a child's progress the Class Teacher will highlight these concerns to parents. The Class Teacher, in conjunction with the Inclusion Leader, will decide on appropriate interventions; parents will be kept informed of interventions, including the outcomes which children are working towards.

SEN Support – If concerns remain after appropriate intervention, a child may be placed on the school's SEN Register at SEN Support. The Class Teacher continues to work closely with the Inclusion Leader, and retains a lead role in the cycle of Assess, Plan, Do, Review; this means that provision is continuously monitored, reviewed and adjusted. External support agencies may become involved if concerns around progress remain, or in order to help identify children's barriers to learning.

Children with Education, Health and Care (EHC) Plans – in a very few cases, where children continue to make very slow or no progress in spite of high quality teaching and personalised provision, an application may be made for an EHC needs Assessment. If this is successful, the Local Authority in which the child lives delegates the funding to the school to ensure all aspects of provision in Section F are provided (with the exception of Speech and Language and Occupational Therapy which are provided by the Local Authority). The Inclusion Leader takes a lead role in ensuring allocated resources are deployed to provide support for a particular child.

Entry Criteria for inclusion on the SEN Register

The register is updated termly to take into account summative assessment results. Class teachers who wish to nominate additional pupils to be placed on the SEN register will provide the following evidence to the Inclusion Leader:

- SEND Concern Form
- Results from any assessments
- Evidence of strategies already in place
- A piece of unaided work from the curriculum area deemed to be problematic

- Other relevant information e.g. medical, family circumstances, etc
- Overall Teacher Assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace

Exit criteria from SEN Register

A pupil will be removed from the SEN register when assessment data shows that they are working within age-related expectations, if their area of need is Cognition and Learning.

9. Resources:

Facilities For Pupils With Special Educational Needs

The school is a building with many steps and stairs. There is disabled access throughout the ground floor of the building, as well as disabled toilets. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in some areas of the school.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Equalities Policy and the Medical Conditions Policy should be read in conjunction with this policy.

Funding

Delegated funding for pupils with an EHC Plan is used to allocate provision in Section F of the EHCP.

Other devolved funding is allocated to support the needs of pupils with SEN where required.

Pupil Premium money is carefully allocated to support the children it is targeted to – please refer to the Pupil Premium Grant Report published on the school website, for more detail

Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

10. School Offer

Pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and SEND Support Plan.

To enable access to the curriculum for pupils with SEND, the school may provide:

- Intervention teachers
- Teaching Assistants
- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment

See the School Offer (also called the SEN Information Report) for a comprehensive list, available on our website:

<http://www.highviewprimary.org.uk/>

11. Medical Conditions

We understand that there can be social and emotional implications associated with medical conditions, and that there can be an educational impact. We aim to support reintegration back into school so that children with medical conditions fully engage with their peers, as well as with learning and do not fall behind when they are unable to attend

12. Supporting Pupils and Families

External Agencies who work with the school include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- NHS/Cognus Speech and Language Therapy service
- NHS/Cognus Occupational Therapy service
- Autistic Spectrum Disorder Team
- The Early Years SEN Team
- The School Nurse
- Children and Adolescent Mental Health Service
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. For up to date signposting, follow this link:

[Sutton's SEND Local Offer | Sutton Information Hub](#)

Liaison With Parents/Carers

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents/carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to the SEN Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional provision in place for their child. At this stage parents will be told about Sutton Information, Advice & Support Services Network.
- Parents'/carers' views will be sought when a pupil's SEND Support Plan is drawn up and suggestions as to how these can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and attached to the final report.
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- Consulting Young People with SEND
- Children's views will be sought and taken into account during the review process and at other key times throughout the year, ie at SEN reviews and via the annual Questionnaire.
- Children will be consulted about their SEND Support Plan targets and these will be reviewed with the children termly.

Transition Arrangements

Transition reviews for Year 6 pupils are held in the Summer term. The appropriate secondary school

SENCO is invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. Annual Reviews for Year 5 pupils are held in the Spring term, to facilitate appropriate choice of secondary schools.

Pupils who are moving between key stages will have transition arrangements in place via the SEND Support Plan review process.

13. Monitoring and evaluation

We monitor and evaluate SEND provision and outcomes by:

- Audits
- Work scrutiny
- Observations
- Learning Walks
- Feedback from staff/parents/children
- Data analysis
- Review so as to plan for improvement

14. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website: <http://www.highviewprimary.org.uk/>

15. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting individual needs of all pupils.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

16. Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above.

- The Equality Policy and Action Plan
- Medical Conditions Policy
- Local Offer/ School Offer
- Pupil Premium Grant Report