

Highbank Primary and Nursery School
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

September 2025

Introduction

Highbank Primary and Nursery School offers a broad and balanced curriculum to meet the needs of all learners. Teachers use the Early Years Foundation Stage Curriculum and National Curriculum to plan learning that is suitably challenging and responsive to children's diverse and unique learning needs.

Some children may have a particular learning and assessment requirement which could create a barrier to learning. Such barriers may be due to a child having a special/additional learning need. Teachers at Highbank adapt their provision to ensure that all pupils are able to participate effectively in curriculum and assessment activities. Children who have barriers to learning may require provision that is 'additional to and different from' differentiated teaching in order to access the curriculum and make progress in their learning.

This policy explains how Highbank meets the needs of learners with special educational needs and disability (SEND). It is written in accordance with the Special Educational Needs Code of Practice (2014) and the Equality Act (2010).

Aims

- To actively seek to include children from all cultures and backgrounds, including disabled and those with special educational needs, in accordance with our Equal Opportunities Policy.
- To provide an opportunity for all pupils to reach their full potential and maximize their standards of achievement by setting suitable learning challenges, responding to pupils diverse needs and overcoming potential barriers to learning.
- To provide a safe, caring and happy environment where all pupils can learn effectively.
- To ensure that pupils experience a broad and balanced curriculum at an appropriate level, which includes the Foundation and National Curriculum.
- To encourage pupils to value others as individuals whatever their culture, race, gender or ability.
- To encourage pupils and staff to develop positive self-image.
- To work co-operatively, supporting and sharing expertise with all adults including parent/carers, school staff and outside agencies.
- To encourage full parental involvement and participation through a partnership approach.
- To encourage pupils with SEN to participate fully in their school and community and to take part in decisions about their education.

Objectives

- To identify all pupils' SEN at an early age
- To employ clear procedures to identify and record pupils whose learning, communication, physical, sensory, social, emotional, mental health development or medical needs is giving cause for concern
- To ensure a continuous cycle of planning, teaching, assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of pupils
- To provide a range of strategies and approaches in response to teacher or parental concerns
- To ensure that there is a clearly stated model of action and intervention which is followed by all staff
- To seek advice support from outside agencies and specialists as and when necessary
- To ensure that parents/careers views are heard, valued and understood
- To provide the opportunity for pupils to participate in making decisions and exercising choices
- To ensure training opportunities in areas of SEN are available to staff as and when appropriate to the needs of the children
- To ensure that our school works towards being as inclusive as possible

Equal Opportunities and Educational Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Children with special educational needs will be fully included in all aspects of school life. When planning special events or outings their needs will be considered and arrangements made for them to be included.

We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning. Through appropriate curricular provision, we respect the fact that children:

- have different educational and needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers and teaching assistants respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- developing children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Planning and delivering appropriate interventions
- Planning and monitoring an individual or group's interventions through provision mapping. (Please see the Local and School Offers published on the school website)

Special Educational Needs and Disabilities (definition)

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

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

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

- has a significantly greater difficulty in learning than the majority of others the same age: or
- 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 or post 16 institutions.

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

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 includes children and young people with long term medical conditions such as asthma, diabetes epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

At Highbank, we carefully monitor the progress of the children. Any child falling below the expected standard for the year group below their own will trigger intervention from the SENCO e.g. a child in Year 3 who is assessed and is not meeting the expectations for Year 2. The class teacher will be asked for their views and the SENCO may arrange to observe the child. If it is felt that the child has greater difficulty in learning than others their age, then parents will be contacted and the child placed on the SEN register for further intervention and monitoring. We may also ask for outside agencies, such as the Learning Support Team to come and help us in identifying the exact needs and appropriate learning tools.

The names of children with special needs are kept on the SEND List, updated and monitored at least once every term, when the SENCO updates the list with the support of all staff.

We strive to keep the SEND List fluid. This means that unless there is a specific or significant disability or learning need, a child will come off the list once the barrier to learning has been removed.

EAL children who are not achieving at expected levels are not added to the SEN List until they have been in school and exposed to English for more than a year (except in circumstances where there is a diagnosed need.) They are however, closely monitored and appropriate intervention is planned for them to help build their spoken and written English.

Working in Partnership with Parents

Children do best when staff and parents work together. At Highbank we want to build successful partnerships with parents to ensure the success of each of our pupils. Parents have a unique knowledge of their children and it is important that this is shared with their child's class teacher. The teacher will talk to parents regularly, to share their child's progress and to discuss any concerns they may have. Parents are invited to review meetings once a term and may be contacted in person, by telephone, or by email.

Admission Arrangements

Admission arrangements follow the guidelines from the LA and the DCFS. To enable us to have a full picture of the child's needs, in addition to our usual admission arrangements, we talk to parents about their child's special educational needs, gather background information from them and any professionals working with their child, and if appropriate arrange a meeting. Home visits may be made by our early years team before admission to Nursery to support settling and build parent-school partnerships.

SENCO's Name and Role

Our Special Educational Needs and Disability Coordinator (SENCo) is Helen Reed. In our school she manages the day-to-day operation of the policy and;

- co-ordinates the provision for and manages the responses to children's special needs, including the SEN List (formerly SEN Register)
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- quality-assures all provision plans throughout school;
- oversees and quality assures all interventions;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the SEND provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with SEND;
- contributes to the professional development of all staff;
- ensures the Disability Action Plan is updated and reviewed regularly;
- arranges and leads the TAS (Team-around-the school) meetings held twice yearly, where all interested agencies are invited to discuss children who have additional needs or who we have concerns about;
- evaluates data and planning around provision mapping, intervention groups and vulnerable groups.
- accesses higher level needs funding (HLN);
- works with the MLT in the Monitoring and Evaluation cycle to ensure all children make progress.
- oversees the implementation and review of all EHCP's (Education, Health and Care Plans)
- supports parents in the application for EHCP's and other sources of external support for children (BEMHS, CAMHS, Speech therapy etc.)
- Other duties as directed by the Headteacher.

Pupil Participation

Pupils at Highbank will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and needs will always be taken into account when planning their learning. Their views and opinions will be sought and, in the case of a specific learning need or disability, effort will be made to ensure that the child can communicate their ideas as effectively as possible by using alternative methods of communication such as pictures or symbols.

A Graduated Approach to Provision: SEN Support and Education, Health and Care Plans (EHCPs, previously Statements of SEN)

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings (PPMs). Where children are identified as not making progress in spite of Quality First Teaching, they are discussed between the SMT and SENCo and a plan of action is agreed with the class teacher. This may result in the child receiving additional or different provision, and their name will be placed on the SEN List.
- Children with SEN needs are discussed at termly SEND review meetings with parents and SEND progress meetings just with staff. During these meetings progress against their provision plan targets and their curriculum assessments are discussed and reviewed accordingly.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - 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.

School staff may submit a SEND concern from to the Senco to alert, seek advice and plan and record further additional to or different from action. The child will be placed on the SEN List as a result.

- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

If a child is due to receive additional or extra provision following any of these processes, their parents will be consulted by the class teacher. This will happen before they are added on to the SEN List at the level of SEN Support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Assessment

In order to be able to show the progress that all our children make, it is necessary to use different assessment systems. For the majority of children, our termly tests are sufficient to show progress. For children with additional needs, their smaller steps of progress are not evident in a test situation and they may not be able to access the test for their year group. In order to monitor their progress, children may be assessed using 'B Squared', which breaks down the learning steps for each year group. This is then inputted on to each child's provision plan so that progress can clearly be seen and shared with parents.

Provision Maps

Highbank use Provision Plans to record the additional to and different from provision for children with SEND. This will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term either at a planned meeting with the class teacher or at parents evening. Targets will include SMART targets, written in child-friendly language and beginning with the words "I will..." in most cases. In line with the new Code of Practice we endeavour to incorporate pupil and parents voice wherever possible. Children will be involved in the target setting and reviewing cycle where appropriate.

All staff will receive training on writing IPPMs and assessing targets. Staff also devise provision maps for the children in their classes. In the summer term there is a review of progress for each child at SEN support.

If a SEND review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. Where pupils educational needs cannot be met through the interventions listed in the School Offer, higher level interventions will be implemented with additional support, such as Inclusive Education Services or Educational Psychology. External support services will provide information for the child's new IPPM. The new strategies within the IPPM will, wherever possible, be implemented in the child's normal classroom setting.

The range of interventions available in school and detailed on the Provision Plan may include:

- teacher support in small group setting
- teaching assistant support in a classroom setting
- teaching assistant support in a small group setting
- targeted 1:1 intervention
- provision of different learning materials
- provision of special equipment
- other additional adult support in the classroom setting
- occasional advice from the LA support services
- staff development or training
- provision of specialist assessment
- active and ongoing advice and support of outside agencies
- provision of LA funded resources allocated by HLN

The School Offer for the provision for SEND is in line with Nottingham city's Local Offer, which can be found here: <http://search3.openobjects.com/kb5/nottingham/fsd/localoffer.page?familychannel=8>

Higher Level Needs Funding

All schools receive funding to meet the needs of children with Special Educational Needs. Sometimes High Level Need funding may be required if needs are significant and extra resources and support are required. HLN bids are usually made once every year, though an emergency bid can be made during the year if a new child arrives in school or if a significant change occurs. SENCOs take all HLN bids to a moderation meeting each Autumn, where the schools within the local area compare and moderate the bids. Bids are then sent to the Local Authority, where HLN staff moderate bids on a "like-for-like" basis across Nottingham City. Schools are informed whether or not an application for additional funding has been agreed. If it has, the funding runs from the following April. Any support funded by HLN is given in addition to support already provided by the school. The SENCO will work in partnership with outside agencies and parents/carers to co-ordinate how this money is most appropriately used to support the child's needs.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may advise that parents apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP. The EHCP process begins the completion of a Stage 1 form, downloadable from the SEN service.

This form can be completed by the parent alone, or more commonly by the SENCO as part of a school meeting with parents. The form will collect together the child's strengths, hopes for the future, and aspirations, along with any barriers they may face. This information is used by the local authority, along with information from all other involved agencies, to decide if an assessment for an EHCP will take place. Further information about the EHCP process may be found on the local authority website <http://www.nottinghamcity.gov.uk/article/22025/Special-Educational-Needs-Service>

Resources

A wide variety of toys and equipment are available in the school. When purchasing new equipment we consider the needs of all children. Higher level needs funding may be used to purchase specific equipment to meet the needs of a child. If a child has sensory needs or sensory impairments, advice will be sought from external agencies such as the Nottingham City Sensory and Physical Team, who may help to provide additional specialist equipment.

Facilities and access

There are two school buildings at Highbank. The middle and upper phase and main reception are on a split-level sloped site with ramped access at some entrances, allowing for wheelchair access. The Early Years and lower phase are on a single level site. There is a disabled toilet and a changing room equipped with a hydraulic table in the lower phase and a disabled toilet in the upper phase. All playgrounds are accessed by paths. Steps with handrails to ensure safe access for all pupils are also available. All teaching areas are carpeted and windows are fitted with blinds.

The Disability Access Plan is produced each year to ensure that the school continues to plan for access for all future pupils.

Outside Agencies

The school are committed to working closely with statutory and voluntary external support agencies. We also aim to signpost parents and families to relevant support agencies where possible. Agencies include:

- Teachers and Teaching Assistants from the Inclusive Education Service: this includes the Learning Support Team, INclude Team, Autism Team and Sensory Team.
- Educational Psychologists from the Community Educational Psychology Service
- School health team (Community nurses) and Community Paediatrician.
- Speech and Language Therapists (SALT)
- Educational Welfare Officers
- Mental Health Support Team (MHST)

Transition Arrangements

In order to ensure a smooth transition, school will with parents' consent, make arrangements to share all relevant information with the child's next school. This could include written records, visits and meetings.

Staff Development and Training

We recognise the value of ongoing training and staff are encouraged to attend training on special educational needs either in house or by attending courses provided by an external agency. Any information about special educational needs gathered by our SENCO will be made available to all staff.

Arrangements for complaints

Arrangements for considering complaints about a pupil's special educational provision should be initially be an informal discussion with the Head of school.

Evaluation of the Policy

The policy's effectiveness will be judged by:

- pupil performance in meeting individual targets
- pupil performance in meeting school targets
- teacher, parent and Governor feedback

Helen Reed SENCO September 2025

REVIEW DATE: September 2026