



Special Educational Needs Policy

The Education Committee is responsible for this policy.

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A child has special educational needs if he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability, which prevents him or her from making use of educational facilities of a kind generally provided for children of the same age. He or she will require provision, which is additional to or different from the

provision generally made for children of their age.

At Highfield Priory, we believe that every child should have the best possible learning opportunities; we have high expectations of both our children and staff. We believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality or age. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within school.

We enable all children to participate fully in learning activities and experiences by responding to the individual needs of each child and work closely with Parents/Carers and other agencies to monitor a child's progress and provide effective, additional support.

The emphasis of our SEND policy is on the early identification of any difficulties a child may have and then offering an appropriate learning environment in which we provide a range of differentiated activities to meet children's individual needs.

- We aim to work closely with parents. We will always consult with parents if we feel a child is having difficulties and will take seriously any concerns raised with us by parents.
- We ensure 'due regard' to the DfE SEND Code of Practice (2015), The Equality Act (2010) Children Act (2004), (Keeping Children Safe in Education (2023), Children and families policy act (2014)
- We make freely available to parents and carers particulars of the educational and welfare provision for pupils with EHC plans.
- Ensure that all staff are aware of the policy details.
- Identify the necessary provision and staff arrangements to meet the particular needs of children
- Set high, but achievable targets for children with staff, parents and children
- Liaise with organisations and agencies concerned with SEND and disabilities and make effective use of any available LA funding and resources to meet the identified needs of children.
- Ensure that staff have opportunities to undertake specialist training related to SEND, to improve and update their knowledge and understanding

Differentiation

As in any school there is an ability range in all classes, and this has to be catered for in differentiating the curriculum and recognising the needs of all children. An entrance assessment is to be taken for children entering both KS1 and 2 from outside Highfield Priory main school or pre-school; this helps to keep this ability range to the minimum for the benefit of the whole class, although children who enter the school in the EYFS may well have some Specific Learning Difficulty.

Extra help is provided for those who need, primarily by class teachers whenever the need arises. Additional support may also come from the learning support teacher and through classroom assistants,

Equal Opportunities

Refer to the Equal Opportunities Policy

Role of the Special Education Needs Coordinator (SENCo)

The name of our SENCo is: Mrs J Street

- Ensure objectives of SEND policy are reflected in practice
- Attend relevant training courses for SENCo development
- Ensure class teachers are familiar with procedures for identifying and monitoring children with difficulties
- Work alongside Teaching staff to set achievable targets, and learning support plans
- Liaise with other professionals, organisations and agencies concerned with children's special education needs and disabilities
- Monitor, review and evaluate the SEND policy in line with DfE Code of Practice (2015) and any relevant government updates
- Ensure that staff have opportunities to undertake specialist training related to special educational needs and to improve and update their knowledge and understanding in this area

Identification and Assessment of children with SEND:

Regard is made to the code of practice for the identification and Assessment of Special Educational Needs. Concern for a child's progress may be triggered by teacher observation and assessment, parental concern, CATS results, exam results, reading tests, reports from previous schools and medical history. We use a graduated approach to identify and meet children's special educational needs, in line with national and local procedures. Pre Assessment CAF forms are completed and where necessary a child is put onto a CAF. This involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress. Staff who have concerns about a child's learning or behaviour will initially fill out a cause for concern form outlining their observations. This information is used by the SENCo to decide appropriate additional support and where necessary do screenings or seek additional advice depending on the concerns raised.

Procedures for screening children are set out in appendix 2.

Admissions arrangements for children with SEND

Pupils will be considered as candidates for admission to the school subject to the availability of a place and the pupil satisfying the admission requirements at the time.

A potential pupil with SEND will not be prevented from access to this same consideration on the grounds of their disability. Applications will be treated no less favourably than applications from other children.

Pupils identified as having additional needs in early years and moving to key stage 1 will continue to be monitored. The Early Years SENCo and school SENCo will review any additional support necessary as the child moves into KS1 and will discuss such arrangements with the child's parents.

A pupil moving from key stage 1 to key stage 2, will be required to exhibit competence by reaching a satisfactory standard of attainment in the school's entrance tests (KS1/KS2) Evidence of progress and attainment over time, together with any information from documented reports will form the basis of the criteria. Parents may be asked to withdraw your child without being charged fees in lieu of notice if, in the opinion of the Head, the school cannot provide adequately for the child's special educational needs.

Staffing and Resources for children with SEND

Activities are differentiated to meet all individual needs within the classroom setting. Specialist resources and assessment material is located in the learning support room or in the child's classroom. Individual and small group teaching is given to children in this room by the SENCo for

a single lesson each week. Further information regarding the access of the curriculum for children with additional needs can be found in the accessibility plan. During small group or individual lessons it is possible that issues may be raised relating to aspects of FBV and terrorism/radicalisation. We as a school are aware that these need to be handled with due consideration to our Prevent Duty. All staff are aware of this and have taken part in radicalisation training. If anything is raised in these lessons which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

Reasonable adjustments

Highfield Priory is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the Special Educational Needs Coordinator and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the school in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the school provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If the parents feel that there are further particular adjustments the school could make, parents may write to or speak with their child's class teacher, in the first instance, or the Special Educational Needs Coordinator. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

Inclusion

Specific tasks and details of resources the Curriculum Schemes of Work in order to help other teachers provide appropriately for all pupils. Teachers are expected to plan and provide differentiated learning targets for the children within their class and monitor individual progression, achievement and concerns. Teachers should include and cater for the needs of individual children of both sexes from all ethnic groups, including the most able and those who are experiencing learning difficulties.

See the Inclusion Section of the Equal Opportunities Policy

Pupils with English as an additional language (EAL)

The term EAL is used when referring to a pupil whose main language at home is a language other than English. We recognise that for some children who are learning English as an additional language support will be necessary to enable them to communicate effectively and participate in the full curriculum.

We aim to give all pupils the opportunity to overcome any barrier to learning and assessment.

We welcome and value the cultural, linguistic and educational experiences that pupils with EAL can bring to the school.

We aim to help all EAL pupils become confident and fluent in speaking and listening, reading and writing in English. EAL Pupils may be offered individual or small group lessons with the SENCo in order to support their learning of English.

Where additional provision is required on a 1:1 basis the headteacher may request parents pay for the additional costs of an individual lesson.

We make freely available to parents particulars of the educational and welfare provision for pupils for whom English is an additional language.

Refer to appendix 1 for strategies for teaching and learning.

Physical environment

We make reasonable adaptations and arrangements so that children with special educational needs and disabilities can join in all play areas, both indoors and outdoors.

We make every effort to organise appropriate space for the children's supported and independent movement.

We make every effort to ensure that children with special educational needs have easy access to toilet and eating facilities.

We arrange respectful privacy for children with special educational needs at times of specific medical care or welfare.

Multi-agency collaboration

The Special Needs Co-ordinator liaises with other supportive agencies to develop good working relationships.

We gather information on relevant contacts and services to share with parents.

We try to achieve a good relationship for information sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child.

SEND provision

When we have observed/assessed a child and have agreed that there is a concern the class teacher will discuss the concern with parents and complete an initial concern form.

We decide with parents how we will address and monitor the concern and when we shall review progress. Where necessary the child will be offered additional support by the learning support teacher on an individual basis or in a small group.

The class teacher and the learning support teacher set targets for the child either through differentiated planning, specific strategies and/or a written learning support plan, (or a combination of these).

Progress is recorded in relation to the targets through observation, samples of work and ongoing assessment as appropriate.

Parents are kept informed of their child's progress and the application of any strategies, which may be deemed appropriate.

Children receiving individual intervention/ support or with a diagnosed special educational need such as dyslexia will have an IEP or learning support plan which should be a working document. This details provision which is additional to or different from that which is provided for all pupils through the differentiated curriculum. These documents are regularly reviewed.

Pupils who have been diagnosed with Dyslexia or who we have identified as having specific difficulties with spelling and/or reading will have the opportunity from year 3 to attend an IDL group for 2 sessions a week.

The class teacher/SENCo, after discussion with the head, may suggest that Parents consider seeking the help of an Educational Psychologist, GP, or other medical professional who will assess the child's difficulties and suggest strategies to help overcome/cope with the problem.

areas. These strategies will then be used in the formulation of a new IEP or learning support plan.

Complaints in Relation to SEND Provision:

Parents are expected to follow the complaints procedure as set out in the school's complaints procedure. The school will endeavour to resolve all complaints in the best interests of all parties.

More Abled Children

At Highfield Priory we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. Teaching and learning is planned in such a way that we enable each child to reach for the highest level of personal achievement. This section reflects the schools' values and philosophy in relation to the teaching and learning of those children in school who have been identified as more able 'gifted' and 'talented' according to national guidelines.

In these guidelines the term 'more able' refers to a child working well above the national average in at least one area 'gifted' refers to a child who has a broad range of achievement at a very high level. The term 'talented' refers to a child who excels in one or more specific fields- such as sport, music or art

Aims and Objectives

Through our more able and gifted policy we aim to:

- Ensure that we recognise and support the needs of our children
- Enable children to develop their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them
- Encourage children to think and work independently

Identification of more able gifted and talented children

At Highfield Priory we use a range of strategies to identify gifted and talented children. Identification process is ongoing and begins when a child joins our school. Discussions with parents and carers regarding a child's interests and achievements outside of school enable us to add to our records. Children are identified through:

- Baseline assessments
- GL CATs
- Tests including SATS and other examinations within school
- Class work

Aptitudes in English and mathematics

More able, gifted and talented children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

More able, gifted and talented children in mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

Types of Ability

We recognise that children can have high abilities in a variety of other areas these include:

- Visual-spatial and artistic/creative abilities
- Musical
- Sporting
- Interpersonal

At Highfield Priory we provide a wide range of opportunities for our children both in the classroom and extra-curricular, to develop and achieve in areas where they have particular abilities.

Teaching and learning for the more able gifted and talented

Teachers within school plan carefully to meet the learning needs of all our children. Ways this is achieved includes:

- Common activities that allow children to respond at their own level;
- Enrichment activities that broaden a child's learning in a particular skill or knowledge area;
- Individual activities within a common theme that reflects greater depth, understanding and higher levels of attainment.
- Have ICT programs/internet and library in which children can engage in further research.
- Encourage independent learners who are able to organise their own work and be self critical
- Set individual targets
- Use varied and flexible groupings
- Set individual homework

Common characteristics

Children who are very able can display a variety of characteristics, both positive and negative that teachers are familiar with, these include:

- Good in all areas
- High achievers in one area
- High ability, low motivation
- Good verbal but poor written skills
- High ability yet difficult to channel

Positive

- Displays musical, physical, mechanical, numerical abilities of high order
- May show high levels of curiosity
- May prefer to work independently
- May concentrate for long periods of time

- Can work out a problem through to its conclusion
- Can be creative and inventive
- May enjoy puzzles /word games
- May have a mature sense of humour
- May be articulate and have good oral skills
- May have leadership skills
- May enjoy a challenge

Negative

- Can be intolerant of others
- Can show erratic behavior
- May have problems integrating with others
- May not enjoy written tasks
- May appear bored
- Maybe demanding of teacher time
- May have poor co-ordination

Management strategies

The learning support teacher coordinates the provision in school for more able gifted and talented pupils, the role includes:

- Monitoring progress of more able gifted and talented children through discussion with class and specialist teachers.
- Offering a puzzle club to upper juniors to give further opportunities for logic and strategy games
- Providing advice and support to staff on teaching and learning strategies

Monitoring and Evaluation:

The SEND policy and practice will be monitored and reviewed annually, or as required by the SENCo and Head Teacher.

Annual Staff Training events and INSET sessions will focus on information and updating, as appropriate. In addition training such as national college or relevant courses are offered to staff.

Challenging inappropriate attitudes and practices - reviewing and monitoring will link to PHSE Policy Documentation [for children] and Staff Handbook [for staff]. Senior Management Team meets weekly.

The SENCO has responsibility for integrating new information into the policy and sharing this with all staff.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Audit and Compliance Committee, Education Committee, Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Marketing Committee and Safeguarding Committee.

Appendix

Appendix 1 - Strategies and additional information for teaching pupils with EAL;

- The school environment should be socially inclusive, valuing cultural differences.
- The child's strengths should be identified and the time it takes to become fluent in another language acknowledged.
- Show differentiated work in planning for EAL pupils.
- Have high expectations through consistent encouragement that in discussions that goes beyond one word answers
- Recognising that EAL pupils may need additional time to process and vocalise answers
- Give newly arrived pupils time to absorb English (there is a recognised silent period when children understand more English than they use. This passes if their self-confidence is maintained.)
- Use groups to ensure that EAL children hear good models of English.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking with both adults and peers.

An additional EAL appendix is available containing support strategies, EAL assessment descriptors and a tracker.

The unique child

- Ensure that all families feel included and are able to participate in their childcare and learning experiences.
- Keep children safe when they may not understand verbal instructions.
- Make sure that names are correctly pronounced.
- Genuinely welcome all families and children without prejudice.

Appendix 2 - Dyslexia and Screening children at Highfield Priory

What is dyslexia?

Dyslexia is a specific learning difficulty characterised principally by problems in certain aspects of language processing. Dyslexia is generally inherited and is independent of intelligence or social background. It is a constitutional condition in which various neurological systems work differently to the way they work in non-dyslexic individuals. The main neurological systems affected are those that deal with processing of phonological information and auditory working memory; in other words, those involved in storage, processing and recall of information about the sounds of language (phonemes) and how these relate to the symbols of written language (graphemes). This results in difficulties in acquiring the skills of reading, writing and spelling (and sometimes numeracy), as well as problems in activities that require rote learning and recall, e.g. examinations. One of the most common and pervasive difficulties in dyslexia is in acquiring what teachers usually refer to as 'phonics', i.e. in learning the relationships between letters and sounds and using this knowledge to decode unfamiliar words and write words that are spelled regularly. Some dyslexics show considerable talents in other areas, e.g. visual or practical thinking skills, creativity and imagination. The principal theory of dyslexia, and the one that has the greatest weight of scientific evidence, is known as the 'phonological deficit theory' (Snowling, 2000). According to this theory, certain parts of the brain that are responsible for the storage, processing and recall of information about speech sounds do not function as efficiently as they should. Consequently, any activity that depends heavily on these systems (such as reading and writing) is particularly difficult. The phonological deficit theory is not the only theory about dyslexia. There are other theories which attribute dyslexia to malfunctioning in the visual system,

or in the neurological systems concerned with balance, motor control and skilled learning generally. Although the possibility of some dyslexic individuals having neurological abnormalities other than those in the phonological processing system cannot be ruled out, the evidence to support these alternative theories is comparatively weak.

Procedure for screening

Children who are having difficulties in any area of the curriculum or where there are social or behavioural issues are first observed by class teachers. Oral and written work may be monitored and behaviour both in and out of the classroom. Other teaching staff who work with that child may also share their input. Class teacher may then fill out a course for concern form detailing areas of difficulty and concern.

As part of our school assessments all children are screened for dyslexia in year 3 using the GL software. This screening may also be used on children in other classes where there are concerns. Procedure following screening.

- Parents are informed of any results which show a possibility for dyslexia. With advice and course of action agreed.
- Children aged 7 or over may be offered the chance to go in the IDL programme, this is not limited to a formal diagnosis of dyslexia.
- Children may also be offered an individual or group session of learning support based on their needs.
- If a child is over 7 and screening results show a high probability of dyslexia parents will be encouraged to consider having the child fully tested for Dyslexia. Many centres require children to be aged 8 or over to complete these assessments.

Parents who have their child assessed are asked to share the report with school and recommendations will be considered and implemented where practical