



Inclusion Policy & SEND Information Report Incorporating Special Educational Needs and Disabilities

Name of policy: INCLUSION POLICY

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Purpose of this document

This document sets out how Highwood Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Highwood Primary School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under which circumstances we would request the local authority to consider carrying out an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background

The Children and Families Act 2014

The Children and Families Act 2014 is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, *'The Code of Practice: 0 to 25'* (CoP). It is this guidance to which all local authorities, all publically funded early years and education settings (including academies, free schools and further education settings) along with a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEND. From September 2014, all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2018. The Act also introduces a single pre-statutory stage called 'SEND Support' and this is relevant to all age levels and educational settings.

What are settings required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Highwood Primary School, we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND
- identify pupils with SEND, ensure parents are informed and provision is made in line with the SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- publish information on SEND funding and provision

- monitor SEND expenditure
- appoint an SEND governor and Special Educational Needs Coordinator (SENDCO) (*see SEND Regulations 2014*)
- maintain a current record of the number of pupils with SEND
- ensure SEND provision is integrated into the school improvement plan
- monitor the progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- ensure **all** policies take SEND into account through Equality Impact assessments
- keep under constant review the arrangements for pupils present with a disability and have anticipatory arrangements for future pupils with a disability
- admit **all** pupils who meet admissions criteria, whether or not they have SEND

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...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'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

Where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for their needs to be provided for by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in their education setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Meeting special educational needs in Highwood Primary School

1. What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The CoP has the following definitions in the introduction paragraphs xiii to xvi:

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, 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 mainstream post 16 institutions

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

The CoP defines special educational provision in the introduction paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. Mainstream schools will therefore, in particular, always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need:

- communication and interaction
 - including ASD, Developmental Language Delay
- cognition and learning
 - including dyslexia, dyscalculia, mild, moderate and severe learning difficulties
- social, emotional and mental health difficulties

- Including ADHD
- sensory and/or physical needs
 - Including visual and hearing impairment, sensory conditions and physical disability

At Highwood Primary School we will ensure that we meet the needs of **all** our pupils through the resources we have available, and the advice and support of other specialist professionals and practitioners.

2. How do we identify pupils who are having difficulties with learning and/or special educational needs? (Graduate Response – Also see APPENDIX 1)

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives; and, make a successful transition into adulthood, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

For all pupils we:

- Hold conversations and informal discussions with parents
- Liaise with previous settings and discuss 'hand over' documents
- Carry out home-visits for new Foundation children
- Assess and monitor progress and attainment of all pupils in line with the school's assessment policy

STAGE 1 - Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions

- All learners will have access to quality first teaching.
- Differentiation evident in plans with resources to aid learning children named on plans as target children
- Individual support from teacher / LSA within class setting (All adults aware of individual needs)
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

STAGE 2 - Additional SEND Support

- Head of Inclusion to observe child in classroom.
- In discussion with class teacher complete Individual Educational Plan and share with parents
- Add child to SEND register
- Review and evaluate termly.
- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional Exceptional Needs Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise we are no longer prescribed in the SEND Code of Practice 2014, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our IEPs will be accessible to all those involved in their implementation
 - Our IEPs will be based on informed assessment and may include the input of outside agencies,
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs will specify how often the target(s) will be covered
 - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

- Targets for an IEP will be arrived at through :
 - Discussion between teacher and Head of Inclusion
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
- Our IEPs will be reviewed at least termly by class teachers in consultation with the Head of Inclusion.

STAGE 3 - Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a Statement of Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice

3. Involving parents in their child's education

Parents and carers are key partners in their children's education. Evidence shows that children make the most progress when their key adults work together. At Highwood Primary School, we demonstrate this by:

- **always** discussing any concerns that we have with the pupil's parents and/or carers at the earliest point
- listening to and hearing what parents and carers say
- identifying outcomes to be achieved with parents and carers
- planning interventions with parents and carers
- meeting with parents/carers to review their child's progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

We inform parents about their child's progress by:

- Holding termly SEND review meetings with the class teacher
- Individual Education Plans (IEPs) if needed
- Parent and child consultation evenings
- Annual reports
- Annual Review meetings for parents of children with and Education, Health and Care Plan (EHCP)

Where children and young people are 'looked after' by the local authority, we have an additional role to ensure the safeguarding of these children and young people, working with the local authority who is the corporate parent. National figures show that children who are looked after are significantly over represented at SEND Support and with Statements of SEND / EHC Plans. In order to ensure that we are responding appropriately, we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children termly
- have an up-to-date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children (LAC) including the child or young person's social worker, the Virtual School Head teacher, and the LAC nurse
- ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- normalise life experience wherever possible

4. Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- **all** children and young people should be supported to develop aspirations for their future lives as active members of their community
- **all** children and young people have the right to have their voice heard
- children and young people should be involved in discussions about their learning, progress and how provision is made for them

At Highwood Primary School we consult all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets

In addition, where pupils have special educational needs, we ensure that:

- **all** pupils are encouraged and supported to make their views known. Strategies used may include: written comments, talking to a preferred adult, friend or mentor, drawing, PowerPoint etc.
- any interventions or strategies will be explained and discussed with pupils

- **all** pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are **always** outcome-focussed. Outcomes reflect what is important to, and for, the pupil.

5. How we assess and review progress

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The Head of Inclusion attends all the schools 'Pupil Progress Meetings' to discuss current provision, impact on progress and changes that are needed for all children within the School. All provision above and beyond normal classroom practice is recorded on Individual Education Plans, updated each term. The effectiveness of an intervention is regularly monitored and reviewed.
- The school's generic processes for tracking the progress of all pupils
- At least termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

6. Preparing for transition

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the Head of Inclusion will liaise

7. The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Exceptional Needs Funding.

- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

At Highwood Primary School strategies are put in place to best match individual children's needs, often utilising the advice, support and resources of external agencies.

Such strategies may include:

- Specific differentiated activities
- Visual support including pictures, writing frames or word banks
- Visual timetables
- PECS/Widgit symbols
- Reward systems
- Social stories
- IT support
- Radio Aid system
- Multisensory approach to activities
- Learning breaks
- Additional / alternative resources provided to support individual needs
- Consideration of the learning environment e.g. seating, noise, visual input

Special arrangements for exams are dependent on the needs of an individual child, in conjunction with the guidance set out each year by the Department for Education. Such arrangements may include:

- Additional time
- Scribe/transcription
- Reader
- Quiet area
- 1:1 prompt

Accessibility for pupils with physical disabilities

- The school building is on one-level
- There are ramps at most entrances to the building
- There are three disabled toilets

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed via:

<http://www.wokingham.gov.uk/our-local-offer/>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEND Support' can be found on the Local Offer page.

8. The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured

Our staff has access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Our Head of Inclusion (SENDCO)

Mr M Bevan
Head of Inclusion
Head of Speech and Language Resource
Designated Safeguarding Lead
Highwood Primary School
Fairwater Drive
Woodley
Reading
RG5 3JE
Tel: 0118 926 5493
senco@highwood.wokingham.sch.uk

The role of our Head of Inclusion

Our Head of Inclusion has responsibility in school for:

- determining the strategic development of SEND policy and provision in the school with the head teacher and governing body
- day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies
- being aware of the provision in the Local Offer and working with professionals to provide a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact for SEND with external agencies, especially the local authority and its support services
- liaising with potential education settings to ensure a pupil and their parents/carers experience a smooth transition

- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up-to-date

As a school, we ensure that the Head of Inclusion has sufficient time and resources to carry out these functions. This includes providing the Head of Inclusion with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

10. Inclusive practice

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

11. The social and emotional development of our pupils

At Highwood the pastoral support given to all pupils is fostered through our ethos and school structures. The class teacher or LSAs will initially try and resolve minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground. More serious incidents or concerns about a child's behaviour, health or welfare, should be referred to the team leader, deputy head teacher or Head Teacher. We want our pupils to feel happy and safe in school and feel able to talk freely and openly to any member of staff if they have any worries or problems of any kind on a work or personal level.

Adults respond to pupils in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies, including our Behaviour and Safeguarding Policy.

Early and effective communication with parents and carers is vital and they should feel able to share concerns about home circumstances that might affect their child's work or behaviour in school. All discussions are treated as confidential.

Response to Reports of Bullying

- Staff will investigate all allegations of bullying
- Staff will listen to children when they talk about bullying and the matter is recorded and investigated immediately by both the class teacher and the head teacher.
- Staff are trained to observe the signs of a child who is being bullied and will investigate, follow up and monitor in all such cases, even if no complaint has been made.

Dealing with the Incident

- Victims are praised for their courage and good sense
- Bullies are encouraged to discuss their behaviour and to understand why it is not acceptable and to understand the sadness it brings to another child.
- Support will be given to all parties to find a solution and stop the bullying from reoccurring
- Appropriate sanctions will be used according to the School Behaviour Policy
- Exclusion will be used as a last resort in cases which cause serious distress or injury to the victim.

Bullying and pupils with special educational needs

Reports from the Children's Commissioner, the National Autistic Society and Mencap show that children with SEND and disabilities are more likely than their peers to be bullied. Children with SEND and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;
- have difficulties telling people about bullying. (DCFS 2008)

We take the following approach to bullying and pupils with special educational needs

- Preventative action through whole-school ethos, anti-bullying work, celebrating diversity etc.
- Responding with an immediate and appropriate response which is appropriate to the individual pupil

12. Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Code of Practise 6.47

At Highwood Primary School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we:

- will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- seek to respond quickly to emerging need and work closely with other agencies including :
 - CAF team
 - CAMHS
 - Educational Psychology Service
 - Targeted Prevention Team
 - Education Entitlement Service
 - Early Years SEND support service
 - Multi-agency safeguarding hub
 - Learning Support Service
 - Speech and Language Therapists
 - Occupational Therapists
 - Physiotherapists
 - CAMHS
 - Sensory Consortium
 - Foundry College (Behaviour support)
 - ASSIST (ASD support)
 - Addington Outreach
 - Family Support Workers
 - Social care team
- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the Head of Inclusion or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

13. Arrangements for handling complaints about SEND provision

We know that all parents and carers want the best for their child and we seek to resolve these concerns quickly. Where parents/carers have a concern about the provision being made for their child, they should initially contact their child's class teacher. If this does not resolve the situation, they should then request a meeting with the Head of Inclusion (SENDCO). If a parent or carer is still not satisfied then they should request an appointment with the Head Teacher.

Additional Policy Information

How funding is made available to schools to meet the needs of pupils who have special educational needs at SEND Support

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2, allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to £6000 of additional support. Further information on funding for SEND can be found in the document '*Funding to Support Learners who have Special Educational Needs*'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan, can also be accessed through the exceptional needs funding process.

Exceptional Needs Funding Process

Wokingham has developed an Exceptional Needs Funding model which can provide the additional resources needed to meet special educational needs in mainstream settings.

We apply for this funding stream where the learning needs of the child/young person are exceptional but do not require their needs to be met within a specialist resource/school or significant levels of intervention from health or social care impacting on their education.

When would school 'refer' to the local authority?

The school refers a child to the local authority when they believe that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. Historically, any child who underwent a statutory assessment may have received a Statement of SEND which set out their needs, the objectives they needed to achieve and the resources which would be provided to help them achieve these. Since September 2014, schools can request the local authority to consider carrying out an Education, Health and Care needs assessments. An EHC needs assessment could result in an Education Health and Care Plan.

Education, Health and Care plans are required for those pupils:

- where the resources required to meet their special educational needs **cannot** reasonably be provided from the resources **normally available** to mainstream settings; and
- who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress being made may still represent adequate progress relative to the child/young person's ability.

When they receive a request for an assessment, all local authorities are expected to consider:

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice 9.14

In all circumstances, this school will ensure that prior to submitting a request for an EHC assessment to the local authority, it has:

- utilised all appropriate resources available for at least the last 12 months
- made any appropriate health and social care referrals
- created and implemented IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression
- made provision, which is appropriate to the child/young person and specific to them and their needs
- made provision which is both evidence based and cost effective
- fully and appropriately involved parents/carers
- involved relevant professionals/practitioners over the last 12 months and evidenced that their advice/strategies have been followed and evaluated

APPENDIX 1



Graduated Approach at Highwood Primary School



Prior to identifying SEND concerns

Quality First Teaching

- Differentiation evident in plans
- Children may be named on plans as target children
- Individual support from teacher / LSA within class setting (All adults aware of individual needs)

Concerns with Progress

- Teachers discuss with pupil / parents / phase leader as appropriate.
- Review at parental meetings / informally when concerns arise.
- Discuss at Pupil Progress Meetings —agree next steps and support with SMT and Head of Inclusion

The speed at which a child would move through this chart may be different depending on the need. For example, the Head of Inclusion would be involved with a child with a hearing impairment straight away.

If Intervention is required:

1. Identify key aim for intervention
2. Plan delivery sessions
3. Target expected outcomes for child
4. Deliver intervention
5. Review and evaluate impact
6. Change intervention if required
7. Discuss if IEP is needed

IEP needed

No IEP needed

Further involvement from Head of Inclusion

Continue to monitor progress and review

1. Head of Inclusion to observe child
2. In discussion with class teacher and parents, complete IEP document to identify needs and targets
3. Add child to Special Educational Needs and Disabilities register (SEND)
4. Review progress and evaluate termly
5. If good progress made and targets achieved step down support and remove from SEND register

Concerns still exist and intervention not having an impact

SEN Surgery	Request for Service	ENF	EHC Assessment Request
<ul style="list-style-type: none"> • Advice required for classroom strategies • Arrange timetable for EP surgery according to priority of need. • Discuss with EP and class teacher. • Implement strategies 	<ul style="list-style-type: none"> • Are there specific agencies requested? EP, SALT, OT • Consent from parents is required. • Complete referral (s) 	<ul style="list-style-type: none"> • Does the child have exceptional needs that the school needs additional funding to support? • Complete documents for additional funding to increase current support 	<ul style="list-style-type: none"> • Complete EHC assessment request documentation