Hightown JIN School – SEN Policy March 2026 – to be reviewed September 2027

Rationale:

All pupils may have special needs at different times and therefore a wide variety of strategies must be used to meet these needs as they arise.

This policy will ensure that the school meets the needs of pupils identified are met - it has been written considering relevant documentation including: the Disabilities Act, Equalities Act 2011, Children and Families Act-2014 the 'Revised Code of Practice for SEN - January 2002/ SEND reforms - September 2014'.

It will ensure that pupils with Special Educational Needs or disability are not discriminated against.

This policy will be used to ensure that the funding that has been assigned for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

It should also be considered in conjunction with the school's other policies, in particular those for Safeguarding and Child Protection, Medical Needs, Equality and Inclusion.

Objectives & Aims:

- To ensure that all pupils with SEN receive appropriate support and high-quality teaching.
- To create an environment that meets the Special Educational Needs of each child.
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To identify and assess pupils' needs early and accurately.
- To involve pupils, parents, and carers in planning and reviewing support.
- To provide a graduated approach to SEN provision, adapting support as needed.
- To promote pupils' independence and prepare them for adulthood.
- To comply with the SEND Code of Practice and the inspection framework.

Legal and statutory framework:

This policy fulfils the requirements of Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans,

SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- Equality Act 2010(section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- Public Sector Equality Duty: guidance for public authorities - GOV.UK (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- School admissions code - GOV.UK, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy has due regard to guidance, including, but not limited to, the following:

- DfE (2015) Supporting pupils with medical conditions at school - GOV.UK
- DfE (2018) Working together to safeguard children - GOV.UK
- DfE (2018) Mental health and wellbeing provision in schools - GOV.UK
- DfE (2022) 'Keeping children safe in education - GOV.UK
- Equality and Human Rights Commission (EHRC) (2015) Reasonable adjustments for disabled pupils

Definitions:

Special Educational Needs (SEN): Pupils who have learning difficulties or disabilities that require special educational provision.

SEND Code of Practice: The statutory guidance for SEN provision.

CAFA LAW – Children and Family Act.

Definition of SEND:

A child or young person has special educational needs and/or disabilities if they have a learning difficulty and/or a disability that means they need special health and education support.

This is a term that is shortened to 'SEND'.

The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than most children of the same age.
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age.
- Has greater needs than most of their peers for support with their social and emotional, mental health and wellbeing.

A child does not necessarily have a learning difficulty if:

- They are working towards age related expectation in some or most subjects
- They have gaps in their learning due to environmental factors such as poor attendance
- The language of the home is different from the language in which he or she is or will be taught
- Behaviour which does not meet the expectations of the school
- They have been diagnosed purely from a parents' perspective.

The SEND Code of Practice groups the areas of need in which pupils may experience difficulties into four categories:

Cognition and Learning – C&L	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health - SEMH	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences. These needs can manifest in many ways, including (but not limited to): • Challenging, disruptive or disturbing behaviour • The pupil becoming withdrawn or isolated.
Complex Communication and Interaction - CCI	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Sensory and/or Physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities:

Governors: Monitor SEN provision and ensure statutory compliance. The governing body has due regard to SEND legislation when carrying out its duties towards all pupils with special educational needs. The designated SEN Governor is **Mrs Maggie Walker**. She ensures that all governors are aware of the schools SEN provision, including the deployment of funding, equipment and personnel.

Mr Russell Ingleby, the Head teacher: has overall responsibility for special needs provision throughout school. The Head teacher will allocate funds, staff and resources to ensure that the policy is effectively implemented.

SENCO: Mrs Lucie Biddle - Oversees the SEN policy implementation, coordinates provision, liaises with staff, parents, and external agencies.

- Manage the day-to-day operation of the policy
- Co-ordinate the provision for and manage the responses to children's special needs
- Support colleagues
- Oversee the records of all children with special educational needs
- Act as the link with parents
- Act as the link with external/ support agencies
- Monitor and evaluate the special educational needs provision and report to the governing body.
- Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contribute to the professional development of all staff.

Senior Leadership Team/Phase Leaders (SLT): Ensures resources and training are available for SEN provision.

Teachers/Support staff:

- Identifying Special Educational Needs and Disabilities of individual children
- Knowing which pupils in their class are on the SEND register and at what stage
- Contributing to reviews/meetings with parents (and child if appropriate) at least three times a year.
- Actively reviewing SPPs and MSPs and monitoring progress against targets
- Implementing and adapting the curriculum in order for SEND pupils to access knowledge at the highest possible levels
- Creating an inclusive classroom for pupils with SEND that develops independence
- Making themselves aware of this policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and/or disabilities
- Providing high quality feedback to parents of pupils with SEND.

Teaching Assistants/Support Staff: As above and work in collaboration with the classroom teacher in the identification, assessment and provision for children with SEN.

SEN Administration support may be provided by the office team.

Kirklees Cluster Model

From September 2024, Kirklees Council implemented a new way of working with mainstream schools to support children and young people with special educational needs and disabilities (SEND) by working in groups that called clusters.

The new approach has been co-produced with schools and Parents of Children with Additional Needs (PCAN), which is a parent and carer-led forum.

The approach aims to improve the quality and consistency of support for children with special educational needs and/or disabilities in mainstream schools.

The approach enables the building of capacity across groups of schools to better meet needs both with and without funding.

Where this relates to funded support, decisions will be made by the cluster of schools. This is because an allocation of high needs funding will be made available to each cluster.

Funding will no longer solely be tied to children with an Education Health and Care Plan (EHC Plan).

Children with a higher level of need, regardless of whether they have an EHC Plan or not can be supported by the cluster.

This will enable schools to secure funding to help them to plan for pupils at the earliest opportunity in their local school, with wider, multi- agency support available to complement the great practice already in schools to ensure the right provision is offered in the right place at the right time.

Clusters are groups of mainstream primary and secondary schools that work together to support children with SEND, both with and without an Education, Health and Care (EHC) plan.

They are organised geographically.

Hightown JIN is in Cluster 3.

Each cluster has a lead, typically a SENDCO, that coordinates the cluster activities and acts as a link with the Local Authority.

The cluster lead for Cluster 3 is: Mrs Anna Garfitt (Kirklees Area Cluster Lead).

The clusters have three main functions:

Decision-making: The clusters can decide how to best meet the needs of their pupils. For example, by providing additional staff, equipment, training, or interventions. The clusters have a devolved budget that is based on the number and level of need of their pupils which

can be used to fund support as needed. They are accountable for their impact and outcomes.

Learning: The clusters enable schools to learn from each other, by sharing resources, expertise, and good practice across the cluster. The aim is to promote a culture of mutual support and challenge, where schools can access advice, guidance, and feedback from their peers and professionals. The clusters can also organise joint training and development opportunities for staff, as well as joint activities and events for pupils.

Innovation: The clusters enhance collective responsibility for all children with high needs in the cluster, regardless of whether they have an EHC Plan or not. The clusters encourage early identification and intervention, as well as a graduated approach to meeting needs. This supports greater consistency and quality of the mainstream offer, achieving better outcomes for children and young people.

The clusters are not just about funding, but about creating a team around the cluster that work together to provide the best possible support for children with SEND. The clusters also help to create a more sustainable and efficient system.

Admission arrangements: Additional admission arrangements may apply to children with SEN. Please see our Admissions Policy. These are flexible and designed to meet individual pupil need if required.

Identification, assessment and provision: Some children will enter school already having been identified as having SEND, the Head teacher, Pastoral team, EYFS team or class teachers and the SENCo will work in partnership with feeder settings to ensure a smooth transition for these pupils with an effective planned programme of support.

The school will support pupils with SEND both formally and informally.

Once a child has been identified as having SEND, their name will be placed on the school's SEN register under the appropriate category:

- Pupils that require a SPP (Single Page Profile) or MSP (My Support Plan) are considered to be at the SEN Support stage.
- Education Health and Care Plan (EHCP).

Once a child has been identified, action is taken.

Specific individual support will be planned and provided.

This may include additional individual or small group work, following a specific programme or intervention.

At this stage, if necessary, school will work in multi-agency partnership with a range of professionals to meet the pupils needs effectively.

Early identification through teacher observations, assessments, and pupil progress tracking.

· Use of standardised tests and specialist assessments as needed.

· Regular review of pupils' progress and adjustment of support accordingly.

Indicators:

- Classroom observations
- Playgound/assembly observations
- Lack of progress
- Concerns raised by Class teachers or SLT at Pupil Progress Meetings meetings
- End of Foundation Stage data
- Year 1 phonics screening
- SATs data/NTS Data
- School tracking and assessment information
- Transfer information from other settings
- Lesson observations/learning walks
- Information from parents/carers.

All staff have received training from the Kirklees Cognition and Learning Outreach team – C&L Strategy:

Pupils who are identified as working at 3 years or more behind their peers, will be baselined using the Bradford Assessment Toolkit to identify specific gaps in knowledge, allowing small steps of progress to be tracked using the PIVATS assessment tools.

The children will also develop independence in their learning by using the approach of the cognitive learning strategy (CLS).

Allocation of resources for pupils with SEND:

The Head teacher/SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school.

This includes the allocation of human resources, such as teaching assistants.

The Head teacher informs the governing body of how the funding allocated to support special educational needs/ disabilities has been deployed and determines the use of any funding directly related to EHC Plans.

The Head teacher and SENCo draws up an action plan which feeds into the SDP, as appropriate, identifying resource needs for the coming school year.

Access to the curriculum:

The curriculum has been designed to ensure that all children receive their entitlement to a broad, balanced, relevant, adapted curriculum.

To enable children to access the curriculum we may introduce specific programmes through liaison with outside agencies, for example Speech and Language Therapy service, Kirklees Specialist Provisions, Occupational Therapy and the Educational Psychologist.

Learning opportunities include: involve a variety of forms of intervention, such as in-the moment class support, short term, individual or small group withdrawal as and when appropriate.

Evaluating the success of provision for pupils with SEN: The SENCO alongside the SLT monitors the children with SEN in school. This is monitored through Phase meetings and Pupil Progress meetings.

SEN CPD/Training: Staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils who have SEND.

School-based INSET is available.

Parent/school partnership: The school endeavours to work closely with parents to support children with SEND. We operate an open-door policy and encourage a positive partnership through an on-going dialogue with parents. We share the process of decision making/target setting by providing clear information relating to the education of children with special educational needs through termly review meetings and more if required.

More support for parents is available here: Local Offer Home | Kirklees SEND Local Offer