



High March

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Person responsible for latest revision:	Mrs A Dale
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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites

www.education.gov.uk

High March

Special Educational Needs and Disability Policy

Special Educational Needs and Disability

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014) as updated April 2020 and has been written with reference to the following statutory and non-statutory guidance and documents:

- Special Educational Needs and Disability Regulations 2014 as amended
- SEND Code of Practice 0-25 years 2014 updated 2020
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014, updated August 2017
- Health and Social Care Act 2012 and the Equality Act 2010.
- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children 2015, updated July 2022

People involved with SEND in the school:

- Class and Subject Teachers
- Head of Learning Support (SENDCO) – Mrs Amanda Dale
- SENDCO for the Foundation Stage – Mrs Alex Hanford-Dale
- SEND Governor – Mrs Belinda Avery
- Senior Leadership and Management Teams
- Specialist Learning Support teachers
- Teaching Assistants

The aims of our provision for special educational needs and disabilities (SEND) are:

- To have a child-centred approach to supporting the well-being and learning of children with additional needs, including those with special educational needs and disabilities.
- To ensure all children with additional needs, including those with special educational needs and/or disabilities are identified early.
- To create an environment that ensures all pupils with SEND, including those in the Early Years, are offered full access to all elements of a broad, balanced, inclusive and relevant curriculum.
- To ensure that children's special educational needs are identified, assessed, provided for and reviewed regularly. To ensure that our pupils and parents have an active voice in this process.
- To celebrate and increase understanding of differences, including neurodiversity.
- To raise the aspirations of and expectations for all children with SEND and enable them to maximise their achievements.
- To work in partnership with parents and carers to ensure that they are actively involved in supporting their child's education, in the decision making,

planning and review of outcomes, thus enabling them to make an active contribution to the education of their child.

- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To identify the roles and responsibilities of the SENDCO and the SEND Governor in ensuring and monitoring quality provision for children with additional needs and SEND.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND.

Definition of a child with SEND

The Code of Practice 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, as defined by:

- Having a greater difficulty in learning than the majority of others of the same age.
- Having a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.
- Being under five and falling within the above statements when they reach compulsory school age or would do so if special educational provision were not made for them.

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 0-25 years. April 2020)

There are four broad categories of SEN:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Physical and sensory.

Individual pupils often have needs that cut across all of these areas and their needs may change over time.

Identifying children requiring SEND support

The school procedures for identifying children with SEND are distributed to all staff and it is the responsibility of every member of staff to familiarise themselves with all aspects of these procedures.

Inclusion on the SEND support register is dependent upon the results of regular assessment of progress.

Children with SEND can be identified by different routes. The progress of every pupil is monitored and recorded in a variety of ways. Form and subject teachers are continually aware of children's learning. If they observe that a child as recommended by the 2020 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. The

teacher and the SENDCO for the Foundation Stage (for children in Nursery or Reception) or Head of Learning Support (for children in Years one to six) will discuss the concern with the parents and a plan of action is agreed.

Problems occur when progress:

- Is significantly slower than that of their peers.
- Fails to match or better the child's previous rate of progress.
- Fails, over an appropriate time, to close the attainment gap between themselves and their peers.

A child for whom the teacher has expressed specific concerns regarding learning or progress is referred to the relevant SENDCO for the pupil's age. The SENDCO will investigate the problems, may arrange for the child to take a range of standardised tests and will discuss the situation with teacher, child and parent. Depending on the problem parents may be advised to contact external agencies.

The School aims to have good and informative relationships with parents. If a child is experiencing difficulties, parents will be informed either at Parents' Meetings or during informal meetings to discuss the child's progress. Concerns, results of assessments and reasons for concerns will be discussed and possible strategies to support the child will be identified.

Where a child is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place and a record of support and strategies used is maintained by the SENDCO. The SEND support takes the form of a cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This cycle is known as the Graduated Approach (**Assess, Plan, Do and Review**).

The SENDCO, in partnership with the child, their parents/carers, staff and specialists such as educational psychologists, creates a detailed individual provision map known as a '**Learning Success Passport**'.

The Learning Success Passport will comprise of:

- 1) The child's views about her/his strengths and what she/he finds challenging. (Pupil voice information will be gathered via an informal chat with the Head of Learning Support)
- 2) The parents'/carers' views about their child's strengths, difficulties and priorities for school support. (Parental voice information will be gathered via a questionnaire)
- 3) Details of specialist provision and specialist's report recommendations.
- 4) 'Reasonable Adjustments in the classroom' (best practice for teachers to support in the classroom.)
- 5) List of additional provision and resources.
- 6) Three specific, measurable, attainable, relevant, timed-based targets.

Should it be felt that a child be placed on the SEND Register, parents will be fully informed of the reason for the decision and the provision planned.

There is ongoing evaluation of the effectiveness of interventions, adjusted provision and teaching strategies in enabling a child to make progress. Following this review, plus the results of any assessments, the SENDCO, child and parents may agree a new plan of action. Full records are kept of these meetings on Engage.

The school will endeavour to ensure pupil's needs are met but where the School cannot meet their needs alternative educational provision that is more suitable for the pupil's needs may be in the best interests for the child.

If a child does not make sufficient progress following the provision in the SEND support register the SENDCO may advise consideration of an Education, Health and Care Plan (EHC).

An Education, Health and Care Plan offers an intensive level of specialist help that may not be available within the resources available to the School. In these circumstances, the School may consider asking Buckinghamshire Local Authority for an Education, Health and Care (EHC) needs assessment for the Child. This assessment could lead to a pupil getting an EHC plan. The law states in the Special Education Needs and Disability (SEND) Regulations 2014 at: Regulation 13(2) - the local authority must finalise the EHC plan 'as soon as practicable, and in any event within 20 weeks of the local authority receiving a request for an EHC needs assessment.'

Support for children with SEN and their families

General

In assessing a child, the School will carry out an analysis of the child's needs which draws on the teachers' assessments and experiences of the child, their previous progress and attainment. This is put in the context of the individual progress and development over time and also in comparison to the progress, attainment and behaviour of their peers in the School and nationally.

Specialist SEND support may be offered through:

- A one to one or small group situation outside the classroom.
- Specific support programmes, adjustments and interventions produced by the SENDCO that are supplied to staff, who incorporate the requirements of SEND pupils in their planning and in provision for the pupils concerned.
- Additional classroom resources to support SEN pupils.
- Regular assessment of progress.
- SENDCO monitoring to ensure effective provision is implemented in all lessons.

- Meetings between staff and SENDCO to review the effective implementation of support and discuss individual child's progress, advising on any changes required to provision.
- Access arrangements for assessments, for example larger text for visually impaired children or additional time for children with specific learning difficulties, can be negotiated by the School with relevant bodies.

If the interventions involve group teaching away from the teacher, then the teacher remains responsible for overseeing this. The teacher is also responsible for working closely with any teaching assistants or specialist support staff involved to plan and assess the impact of support and how they can be linked to classroom teaching. One to one teaching is carried out by specialist support teachers in consultation with parents and class/subject teachers.

Class or subject teachers are available to discuss the progress of children with parents by arrangement. Such reviews also evaluate the impact and quality of the support and take into account the views of the parents and children. This feeds back into the analysis of the child's needs if a concern arises between such meetings parents may contact the school at any time.

The SENDCO ensures that, at times of transition such as from Early Years to Year 1, meetings with staff ensure provision is in place to promote a smooth and confident move. The SENDCO can also lead referrals to other services such as Speech and Language therapy.

Children with a Statement of SEND or an Education, Health and Care Plan

On occasion, a child may enter High March with a Statement of SEND or an Education, Health and Care (EHC) Plan and some may need to go through this process whilst at High March. For any pupils with a Statement of SEN/EHC Plan, it is the responsibility of the SENDCO to ensure the School:

- Follows procedures as outlined in the Code of Practice.
- Ensures that the pupil's needs are met.
- Communicates with and supports staff in meeting the child's needs.
- Liaises with parents about supporting the child's needs.
- Reviews the Statement of SEND/EHC Plan annually as prescribed by the Local Authority.

Pupil participation

Children with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to the Learning Success Passport. This will be achieved through a variety of different approaches as appropriate to the age of the child.

Staff training

- The SENDCO contributes to whole school staff training in the area of SEND.
- Staff are encouraged to undertake training and development.
- The SENDCO advises all teachers of the support systems and structures in place for SEND provision and practice for the needs of individual children.
- The SENDCO supports staff in delivering support systems for children.

The Equality Act 2010 and provision for people with disability

The Equality Act 2010 makes discrimination against pupils and staff and potential pupils and staff on the grounds of their disability unlawful. The Act defines a disability if a person *'has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.'*

The Act requires that Early Years Providers and Schools:

- Must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- Must make reasonable adjustments, including the provision of auxiliary aids so that disabled pupils are not disadvantaged compared with others. This duty is what is known as 'anticipatory'. Schools are also required to think in advance about what disabled pupils may need in the future.

Provision for children with disabilities at High March

In High March we recognise our duties regarding equality and inclusion for children with disabilities under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for children with disabilities to prevent them being put at significant disadvantage. We also foster good relations throughout the School and promote equality of opportunity generally so that barriers to learning are removed or reduced. We have a fully developed three-year accessibility general plan (Senda Accessibility Plan annually reviewed) to improve facilities constantly and provision for the disabled and three year specific plans for individual pupils.

We expect all staff to be aware of this policy and to treat people with disabilities, whether pupils, staff or visitors, fairly, with respect and in accordance with this policy.

This Act requires us to promote equality of opportunity for people with disabilities and to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage and to plan to increase access to education for disabled children.

The Act requires us to examine all aspects of our provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with visible and hidden disabilities.

Equality of opportunity and protection against discrimination applies to our:

- Physical Access
- Admissions Procedures
- Provision of Information
- Education and Associated Services
- Appointment of Staff

Discrimination includes not just deliberately discriminatory behaviour but also treating a pupil less favourably for a reason related to their disability, harassment and victimisation.

This plan sets out the proposals of the School to increase access to education for children with disabilities in the three areas required by the planning duties in the DDA incorporated into the Equality Act 2010 by:

- Increasing the extent to which disabled children can participate in the school curriculum.
- Improving the physical environment of the School to increase the extent to which disabled children can take advantage of education and associated services.
- Improving the delivery to disabled children of information, which is provided in writing for children who are not disabled.

In accordance with the Equality Act, High March will:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.
- Not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, educational provision, or by excluding a pupil or subjecting them to any other disadvantage.
- Provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'.
- Seek to identify and remove all unjustified direct and indirect discrimination against people with a disability/learning difficulty.
- Pursue a consistent programme of development and improvement in facilities, in processes and in the skills, knowledge and understanding of staff to meet the needs of people with disability/learning difficulty.
- Liaise with national organisations and local support services to ensure that a range of options, resources and facilities are identified for the benefit of individuals.

In Addition:

- Admissions from potential children are allocated on a first come, first served basis.

- Applications for employment are assessed on the basis of the applicant's aptitudes, abilities and qualifications.
- Disabled staff and pupils have access to the appropriate support and adaptations to enable them fully to be included in the life of the School.
- The views of the individual pupil or member of staff are taken into account at all times when their requirements are being assessed.
- Members of staff working with disabled people, either as colleagues or pupils, have appropriate information and support.
- The School takes steps to enable staff and pupils who become disabled during their time at the School to continue in their chosen career or school career, wherever possible.
- The School will endeavour to accommodate disabled visitors, wherever possible, to enable them to participate in events held on school premises.
- So far as is reasonably practicable and within the constraints of existing buildings, endeavour to ensure locations are accessible and safe for disabled people.

Supporting children with medical conditions

The School is informed of existing medical conditions when parents apply for admission. The Headmistress liaises with the Head of Learning Support (SENDCO), the Medical and Welfare Officer and senior managers to ensure that medical conditions can be supported and such children have full access to the curriculum, including school visits and trips. If a pupil is disabled the School will comply with its duties under the Equality Act 2010.

The Medical and Welfare Officer records details of a child's medical and dietary needs in the medical section of Engage. It may be necessary to share a pupil's information about a medical condition with teaching staff and other professionals (e.g. Supply teachers and educational psychologists, always within the terms of our GDPR Policy and Privacy Notices). The Medical and Welfare Officer provides teachers and teaching assistants with information at termly staff meetings and updates as necessary within the term. The Head of Learning Support also makes reference to a child's medical needs and dietary needs on their Holistic Record on Engage.

High March is totally committed to the National Curriculum Inclusion Statement (2000 as updated May 2019) that schools should base all education on the following principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to children's' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- The provision of resources and aids as appropriate to each individual's learning needs.

High March Inclusion Policy reflects our aim to support the 5 outcomes of **Every Child Matters**. It promotes strategies of:

Being Healthy

- Pupils will be supported through a variety of measures to ensure that they are mentally and emotionally healthy.

Staying Safe

- A safe and secure environment is provided to enable all learners to achieve their full potential.

Enjoy and Achieve

- Pupils of all abilities are supported to achieve personal and social development and to raise awareness of what constitutes bullying. (See Anti-Bullying Policy)
- Provide opportunities for all pupils to achieve their full potential regardless of educational need.
- Provide an environment where all pupils regardless of any physical disability can access the social and educational aspects of school.
- Encourage and support inclusive learning, gender, cultural, academic, social and emotional needs.
- Ensure pupils for whom English is a second language have equal opportunities to achieve and reach their potential.

Making a Positive Contribution

- Where possible involve pupils in decisions about their future role in school.
- Encourage positive behaviour in the community which shows respect for others.
- Provide confidence raising opportunities which enable pupils to deal positively with life changes and challenges.

Achieve Economic Well Being

- Provide pupils with the preparatory life skills to enable independent living and economic well-being.

Our vision is to reflect our commitment to inclusivity in all we do and to review and monitor our practice continuously in relation to our School Senda Accessibility Plan.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice, 0 – 25 years (updated April 2020)
- The Children and Families Act 2014
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection guidance

Data

Current information on pupils with an Educational Psychologist's Report or Outside Agency report initiated and funded by parents is kept on file either electronically, and shared as appropriate and desirable in accordance with Data Protection Act

2018, UK GDPR and Privacy Notices on our data management system, or in the individual pupil's Learning Support file.

Reports include a wide variety of outside agencies such as Speech and Language Therapists, Ophthalmic Surgeons, Occupational Therapists, Consultant Paediatricians, Community Paediatric Services, Educational Psychologists and Behavioural Optometrists.

Support is given to a number of children who have a learning need due to a physical disability in hearing or sight.

Admissions Procedure

High March operates a non-selective Admissions Policy. All prospective parents are invited to bring their child for a tour around the School so that the pupil and parents can see the facilities with a view to making a decision as to whether the School is the appropriate School with the appropriate resources and facilities to select for their child.

The School's Admission Policy makes provision for the disclosure of disability and special needs and there is a commitment by the School to deal appropriately and supportively in the admissions process, making reasonable adjustments as necessary. The School therefore fulfils an anticipatory duty as defined in the Act.

Parents of prospective pupils will be asked if they require assistance to enable them or their child to access the buildings and/or to participate fully in a tour or taster day, for instance the provision of information in an alternative format.

The School will make available clear information about access to buildings and support facilities to enable the parents of disabled pupils to make an informed choice of School.

No child will be refused a place at the School on the grounds of disability before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Headmistress, the Senior Management Team, the Head of Learning Support (SENDCO) and others whose expertise may be relevant. In order to enable the School to fulfil its obligations in this regard, parents are required to share all and any professional expert reports undertaken to assess the child's needs and potential support required.

If the School is unable to offer a place to a child a record of the decision and the reasons for it will be kept for one year. When requested, the School will give feedback to the pupil's parents.

Provision of Information

High March has a clear communication system and partnership with all families. All information provided by the School in relation to all aspects of school life reflects the School's Equal Opportunities Policy. Meetings with all parents are held regularly so

that the views and aspirations of all pupils can be discussed. This involves the pupils themselves as they move through the School.

Education and Associated Services

The School has a duty under SEND to ensure that *less favourable treatment* does not occur in the following areas:

Curriculum, Teaching and Learning

High March provides all pupils with a broad and balanced curriculum, differentiated to meet the needs of individual pupils and their preferred learning styles.

The School will take appropriate steps to ensure that lessons are organised in ways that offer the best possible opportunities for full participation by disabled pupils. This is achieved through medium- and short-term planning and through differentiation and adaptive teaching based on the 'classroom strategies' list provided by Head of Learning Support (SENDSCO). Class teachers continually adapt lessons to meet the needs of both the less able and more able pupils and use teaching assistants/specialist teachers to provide additional support.

The School will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. This is usually the Head of Learning Support and the Medical and Welfare Officer. This mechanism will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

Any request for special arrangements, in relation to assessment procedures must be supported by medical or other evidence, and it is the pupils' and their parents' responsibility to make such evidence available to the School.

The School will take all appropriate steps to ensure that a pupil who becomes disabled during their career at the School has every opportunity to remain at the School through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.

The School will aim to ensure that disabled pupils have equal access to all pupil facilities. Examples of this could be assistance from the library to obtain books, provision of information in Braille or large print, special keyboards and software programmes. The School will aim that disabled pupils have equal access to educational visits and residential trips, the child and their parents will be at the centre of any decision regarding adjusted provision.

For more information please refer to the Curriculum, Teaching and Learning Policy and Educational Visits Policy.

Health and Safety

The School will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other health and safety issues within the school buildings that affect them.

SEND Roles and Responsibilities

Form teachers and subject teachers:

- Are teachers of every pupil, including those with SEND.
- Respond to pupils' needs by providing high quality teaching that ensures the progress of all children.
- Are responsible and accountable for the progress and development of the pupils in their class or form, including where pupils access support from teaching assistants or specialist staff.
- Provide support for pupils who need help with any area of learning.
- Plan to develop pupils' understanding through the use of varied experiences.
- Plan for pupils' full participation in learning, and activities.
- Help pupils to manage their behaviour and emotions and learn effectively and safely.

The Head of Learning Support (SENDCO)

The Head of Learning Support (SENDCO) is responsible for:

- The provision, regular updating and revision of school SEND policies and procedures in line with national guidance.
- The effective implementation of school procedures for special educational needs and disabilities.
- The effective implementation of any past special educational statements and education and health care plans.
- The conversion of existing statements of educational need to educational health care plans.
- Oversight of the work of SEND teachers and any SEND support given by Teaching Assistants.
- Reporting to the Senior Management Team on SEND effectiveness and needs.
- Producing an annual SEND report for Governors.
- Communication with SENDCO for the Early Years Foundation Stage.
- Communication with the SEND Governor.
- Communication with external agencies.

The SENDCO will:

1. Work with the child, parents and teachers to investigate identified needs and tailor adjusted provision for the child.
2. Maintain comprehensive records of the types of specific needs presented by pupils, including:
 - SEN Register

- Junior House and Upper School Provision Maps, which document all children receiving additional provision, including those with SEN.
 - Learning Success Passports, which map individual provision for children with SEN or additional needs.
 - The results of regular assessment and monitoring of progress.
 - Reports of discussions with parents.
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- Reports by staff of effectiveness of agreed strategies.
 - Results of any communication and assessment by external agencies.
3. Advise staff on methods for teaching the basic skills that will develop pupils' ability to work independently.
 4. Work with teachers and teaching assistants to devise suitable classroom strategies, individual plans and activities to meet SEND pupils' specific needs.
 5. Support teachers and teaching assistants in implementing strategies.
 6. Monitor, evaluate and adjust teaching and learning activities to constantly meet the changing needs of pupils with SEND.
 7. Liaise with other schools to ensure continuity of support and learning and fast exchange of records when transferring pupils with SEND.
 8. Establish effective communication channels with external agencies and parents.
 9. Evaluate assessment data and discuss next steps with senior managers.

Recording and assessment - the SENDCO will:

- Enable early identification and intervention through assessment and observation within the Early Years in liaison with the SENDCO for the Foundation Stage.
- Ensure the interventions within year groups meet the needs of all pupils with SEND.
- Identify, assess and review SEND provision and collect and interpret SEND assessment data.
- Using assessment data set appropriately challenging targets for raising achievement among pupils with SEND.
- In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress, at regular intervals throughout the year and record content of meetings.

Training and Development- the SENDCO will:

- Deliver and share training of staff in the identification of and provision for SEND.
- Share information concerning new guidelines and changes in school provision with all staff.
- Support and help train new members of staff, including Early Career Teachers, in provision for SEND across the school.

- Attend external courses/meetings and evaluate and report back to senior managers.
- Ensure teachers use the strategies within statements/EHC Plans and the recommendations within specialists' reports, in their planning for pupils with SEND.
- Audit, order, organise and allocate SEND resources throughout the School, keep an inventory of resources.
- Produce an annual development plan for SEND provision, for inclusion in the SEND Accessibility Plan.
- Assist class teachers with parent meetings, workshops and general communications with parents.

Leadership

- Lead the School through the transition between the previous and new SEND Code of Practice 0 – 25 years.
- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles and the changes under the new SEN Code of Practice.
- Organise, in consultation with senior managers, training for teachers, teaching assistants and other adults working with SEND pupils, to increase their knowledge and understanding of SEND and effective teaching strategies.
- Help teachers with children with SEND and EHCPs to meet individual needs
- Ensure required statutory paperwork and other preparations for multi-agency meetings are completed in good time and, where necessary send reviews to the appropriate agencies.
- Monitor SEND pupils regularly to check that they are making expected progress.
- Monitor the effectiveness of interventions delivered by teaching assistants, support staff and the impact such staff have on pupils when working with them in classes.
- Write and review action plans for improving provision and achievement of SEND.
- Liaise with the Governor who has oversight of SEND. Keep Governors informed of progression of the SEND Action Plan, quality of teaching and learning, progress of pupils and overall standards across the School.
- Develop productive partnerships with outside agencies.

Standards and quality assurance

- Support and promote all school policies and procedures, especially child protection and safeguarding, equality and health and safety.
- Support and promote the high expectations, positive ethos and inclusive culture of the School.
- Be an approachable and knowledgeable reference in providing information and support for families of children with SEND.

- Ensure senior managers are well-informed of the content of meetings involving pupils and parents and keep up to date records of any actions/outcomes from the meetings.
- Ensure all SEND pupils have equal access to all school opportunities.
- Promote the general progress and wellbeing of SEND pupils throughout the School.
- Offer advice and guidance to SEND pupils and their parents on educational, emotional and social matters in line with school policies.
- Attend and participate fully in school events e.g. open evenings, parental workshops and pupil performances.
- Attend staff meetings as identified on the school's calendar.

The Governing Body

The SENDCO produces a SEND report to be presented annually at the full governors' meeting. The SEND Governor promotes the development of SEN provision by:

- Developing an understanding of SEN needs, finance and provision in the school and being familiar with key legislation and policy.
- Meeting regularly with the SENDCO and visiting classrooms.
- Liaising with the SENDCO in relation to the SEND report.
- Ensuring he/she has an understanding of the role of the SENDCO and how pupils are supported.
- Developing an awareness of the types of SEND present within the school cohort.
- Understanding how funding for SEND is allocated by the School.
- Attending relevant training in relation to SEND, including staff training sessions.
- Reviewing and monitoring the effectiveness of the SEND Policy.
- Ensuring that parents are appropriately informed.

The Headmistress

The Headmistress has responsibility for oversight of the management of SEND.

Provision for children with additional needs and/or SEND

High March employs specialist teachers so that they have the expertise and knowledge to challenge the more able and support those who are struggling. Strategies of providing enlarged print, kindles, overlays, sloping desks, talking partners, seating at the front of the class, simplified language and readers etc. are provided as necessary. The Head of Learning Support shares Learning Success Passports, the SEN Register and Holistic needs information with teachers at the beginning of term. Throughout the year teachers are updated on changes of provision and new pupils. The Head of Learning Support works with teachers to implement adjusted provision in the classroom and best practice teaching strategies to support the additional needs of specific pupils.

The Curriculum framework is designed by the Headmistress and the Deputy Head (Teaching and Learning) so that it is non-biased, non-stereotypical and reflects equal

opportunities throughout all subjects taught. Timetables and homework are designed with awareness of needs within each class and these are further adjusted to meet any individual's needs as appropriate. For example, it may be agreed that a pupil receive extra support in an area of need instead of a modern foreign language lesson.

High March has a generous provision of extra teacher time to deliver adjusted provision to support the learning needs of any pupil identified as benefiting from reinforcement of concepts taught within class. This adjusted provision time is provided in a variety of ways to ensure we are flexible and continually monitoring and assessing needs.

We provide Mathematics in sets from Year 4 and English in sets from Year 5 so that we can target the work to the ability of the pupils. The work is differentiated within small groups so that the less able pupils get the support they need, whilst more able pupils are challenged. The pupils are provided with further support in spelling and a small class of girls with specific spelling difficulties has been created in Years 5 and 6.

Learning support is integral to the provision of the curriculum. High March has a dedicated team of learning support staff who work with both individuals and groups.

We provide support for children with a wide range of additional needs, such as Dyslexia, Developmental Coordination Disorder, ADHD, Speech and Language and the Autistic Spectrum Disorder, as well as providing support for girls who are experiencing a degree of difficulty with a particular aspect of their learning at any given time throughout their school life.

Assessment and Examination Arrangements

The School has an Assessment Policy that reflects our committed approach to ensuring equal opportunities and the meeting of individual needs. All lessons should be planned with an assessment aspect to ensure we focus on whether we have provided access to learning for all. A weekly Staff Briefing is held when any pupil's needs can be raised and discussed. Extra arrangements for examinations are provided on the advice of outside agencies and in agreement with the Local Authority.

Support and Welfare

The wellbeing of all pupils is of paramount importance and high-quality pastoral care strongly influences the warm, friendly, family atmosphere which pervades the School. The pastoral team provide daily support, particularly for those with SEND, to ensure pupils feel happy and valued so they can thrive and learn. High March has a strong policy on Anti-Bullying and a detailed and thorough PSHE and Relationships Policy where the girls are taught respect for all. All staff have awareness training in disabilities such as diabetes and asthma with dedicated staff responsible for day-to-day support and care.

We have a school counsellor for those who need further support for their mental health and wellbeing.

Serving of school meals

School meal provision is negotiated and regularly reviewed with the School's caterers to ensure our policies are reflected and any individual needs are met.

Related Policies

- Admissions Policy
- Aims and Ethos Policy
- Anti-Bullying Policy
- Behaviour and Pastoral Care Policy
- Child Protection and Safeguarding Policy
- Curriculum, Teaching and Learning Policy
- Educational Visits Policy
- Equal Opportunities Policies
- Inclusion Policy
- Learning Support Policy
- PSHE and Relationships Policy
- Safer Recruitment and Selection Policy,
- Send Accessibility Plan
- SMSC Policy