



Individual Colours, Together a Rainbow

Saxton CE Primary School **Special Educational Needs and** **Disabilities (SEND) Policy**

“Healthy and Happy in Mind and Body”



The STAR
MULTI ACADEMY TRUST

What is SEND?

At Saxton CE Primary School we support a policy of inclusion and agree with the DFE’s statement: ‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives’ - The special educational needs and disability code of practice: 0 to 25 Years (published January 2015). Definition of special educational needs (SEND) ‘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 them and have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority’ (code of practice p.15). Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The statutory code of practice recognises special educational needs in the areas of: Communication and Interaction, Cognition and Learning, sensory and/or Physical, and Social, Mental & Emotional Development (formally Behaviour, Social and Emotional Development (BSED)). It is vital that there is a structure in place for the management of every child’s behaviour and for this reason we have developed a ‘Positive Behaviour Policy’, which all staff adhere to.

A child of compulsory school age, age 5 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 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 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The SEND Code of Practice recognises special educational needs in the areas of:

Communication and Interaction, Cognition and Learning, sensory and/or Physical, and Social, Mental & Emotional Development.

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.

Aims

We aim to be inclusive by identifying and removing barriers to learning and participation so that all learners can flourish irrespective of age, ability, gender, ethnicity, language, social background, or personal circumstances.

1. Pupils with SEND are the shared responsibility of all staff and are entitled to the same broad and balanced curriculum available to all.
2. Teaching and learning should be sensitive to the needs of all learners and recognise different routes to achievement which means that the curriculum must be differentiated to ensure that all children can access all areas at a point and level which is relevant to them, with support and/or challenge.
3. All students should be valued equally and all pupils must be included in the entire educational and social life of the school.
4. The needs of SEND children should be identified as soon as possible and then met in a flexible and staged structure of provision. Special talents and interests should be recognised as early as possible and taken into account when making provision for all children
5. Resources must be provided and managed so that all children have what they need to make the best progress for them and reflect that some children may need resources which are additional to and different from those needed by their peers.
6. All staff should be kept up to date with the different needs of the children
7. Children should be involved in setting targets which are SMART, (Specific, Measurable, Achievable, Realistic and Timely), appropriate adults should be aware of these and they should be reviewed regularly. Parents should be involved at every stage of their child's education
8. Governors should have full access to the information which will allow them to monitor and evaluate the effectiveness of the SEND & Inclusion (including Gifted and Talented) policy
9. All provision is flexible and ever-changing and that every child will have a special need at some time and there is the possibility that any child could be placed on the Gifted and Talented register.
10. Parents/Carers play a pivotal role in a child's education and support network.

How does the SEND Leader in School help meet these needs?

- ✓ Update a whole school overview of provision for pupils with SEND
- ✓ Communicate regularly with parents of children with SEND
- ✓ Manage and monitor the effectiveness of interventions led by teaching assistants
- ✓ Liaise with external agencies, including the LA's learning and behaviour support and psychology services, health and social services and local Enhanced Mainstream Schools
- ✓ Work with support services and parents/carers in the completion of the LA Resource Allocation Assessment and Educational Health Care Plan.
- ✓ Overseeing the day-to-day operation of the school's SEND policy
- ✓ Co-ordination of provision for identified pupils with SEND
- ✓ Ensuring the records of all children with special educational needs/disabilities and maintain and monitor a register of SEND
- ✓ Liaise with and advising of class teachers and support staff, including the Parent Support Advisor.
- ✓ Ensure the in-service training of staff in relevant areas.
- ✓ Be closely involved in the strategic development of the SEND policy and provision.

How do Class Teachers help meet these needs?

- ✓ Ensuring up to date assessments on the progress of children with special needs and report these to the SENDCO regularly.
- ✓ They identify pupils who make little or no progress in spite of differentiated learning opportunities being provided
- ✓ Collaborating with the SENDCO and parents in collecting and recording information about the pupil in determining the action to be taken
- ✓ Class teachers should be the first point of contact for parents with a concern about their child's development
- ✓ Keeping TAs updated and working together as team players in the classroom.
- ✓ Class teachers produce and maintain Individual support plans for all children on the SEND register.

How do Teaching Assistants help meet these needs?

- ✓ Informing class teacher on the progress of pupils with whom they are working either in writing or orally to the class teacher
- ✓ Regular meetings with the class teacher to discuss pupil progress and future action.
- ✓ With the class teacher maintain Individual support plans for all children on the SEND register.
- ✓ Contributing to the development of resources for pupils with SEND
- ✓ Attending meetings as directed by the SENDCO or head teacher.

How does the Governing body help meet these needs?

- ✓ Ensures that reasonable provision is made for any pupil who has SEND
- ✓ Make sure that SEND is on the Agenda of all full Governors' Meetings.
- ✓ Have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs/disabilities
- ✓ Verify that, where the head teacher has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them
- ✓ Check that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- ✓ Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ✓ Ensure that parents are aware of the school's SEND policy through the School Prospectus and website and that it is available for them to read in the school office.
- ✓ Confirm that a pupil with SEND joins the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with their needs
- ✓ Establish that parents are notified of a decision by the school that SEND provision is being made for their child.

Parents

Parents are encouraged to take a joint role in supporting their children to develop their full potential. Class teachers inform parents of their children's development at least termly. The school welcomes any involvement that parents wish to contribute. It recognises that parents and school need to work together as a partnership for the benefit of the child. As a school we recognise and acknowledge parental involvement is essential.

- ✓ Supported in understanding the roles of other professionals
- ✓ Invited to review the progress of their child
- ✓ Informed about the Parent Partnership Service and have an opportunity to work with the Parent Support Advisor if necessary.
- ✓ Have access to the school's SEND Policy in an appropriate format and will be provided with information about their child's entitlement within the SEND framework
- ✓ Be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs
- ✓ Fully involved in decision making, developing support plans and setting targets

Children

Our school believes children, like parents, should be seen as partners in their own education. We believe it is important for them to understand their rights and responsibilities. All children will be involved in making decisions from as early a time as possible, being given the opportunity to make choices where appropriate and to understand that their views matter.

Identification and assessment arrangements and review procedures

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the children in our school. This will be achieved through quality first teaching within the classroom. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENDCO. There will then be a graduated assessment that will look at four key areas. These areas are – Assess, Plan, Do, Review. Once a careful assessment of need has been made and a plan has been put in to place and implemented, the teacher in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs further intervention support over and above that which is normally available within the class or school we will help the child through additional interventions/strategies and use of resources.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents and the child the next strategy for action. This will involve negotiating and discussing a support plans with the child, parents, teacher and SENDCO.

External Support

Where school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. Permission is given by the parents for intervention by outside agencies. An outside agency can then advise on new and appropriate targets for the child's support plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example an EMS (Enhanced Mainstream School) team or Educational Psychologists may be required for this.

The SENDCO and class teacher, together with external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

The resulting new support plan for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the support plan should usually be implemented by, at least in part and as far as possible, and continue to be the responsibility of the class teacher.

Statutory Assessment

If, even after professional support, a child is still making little or no progress and it is the view of the professionals involved that a request for a statutory assessment be made, then the SENDCO, in consultation with the Head teacher, will make that request to the LA.

If, after statutory assessment, an Educational Health Care Plan is written, then the Head teacher ensures that the provision required is in place as soon as possible.

Annual Reviews of children with statements of special educational needs/ Educational Health Care Plans are held and members of support services, outside agencies, Head teacher, SENDCO, class teacher and the child's parents / carers are invited to attend. They discuss the progress of the child and the provision being made. Reports submitted on the children are circulated to interested parties prior to the meeting where possible. Similarly a copy of the Review report and its targets is circulated to all concerned.

If a request for an EHCP is made the class teacher and SENDCO will provide written evidence or information about:

- ✓ Support plans for the child
- ✓ Records of regular reviews and their outcomes
- ✓ National Curriculum levels
- ✓ Attainments in literacy and numeracy
- ✓ Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- ✓ A CAN-Do (resource allocation) assessment will be carried out with the parent, SENDCO, class teacher and, where appropriate, the child to obtain the views of the parent and of the pupil
- ✓ Involvement of other professionals
- ✓ Any involvement by the social services or education welfare service.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed North Yorkshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an education health care plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met.

Equal Opportunities

We will endeavour to ensure that this policy is applied consistently to all learners. This will be irrespective of gender, race, cultural background or disability.

Responsibilities

The governing body will ensure that reasonable resources are made available to effectively implement this policy in school. The Head teacher will manage the use of these resources so that class teachers are empowered to implement this policy. It is the responsibility of all staff to implement this policy effectively and consistently. It is the responsibility of parents/carers to support the school in implementing this policy with their children.

Monitoring

The Governors will monitor the effectiveness of this policy. Through everyday routines the Head teacher will ensure that school practice reflects the guidelines included in the policy.

The SEND policy will be reviewed annually.

Adoption date: Sept 2018

Review date: Sept 2019

Named SENDCO: Ben Garland-Collins

Named Governor: Anne Boulton