



Special Educational Needs and Disabilities (SEND) Policy

“We aim for everybody to respect and care for others, and experience high levels of success and happiness.”

AN OVERVIEW OF SPECIAL EDUCATIONAL NEEDS

Definitions of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014 are as follows:

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.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or,
- b) Have a disability which prevents or hinders them from making use of the 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 they fall within the definition at a) or b) above, or would do so if special educational provision was not made for them.

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 government is reforming the system for supporting children and young people with special educational needs or disability (SEND) in England. Changes have been made to SEND Code of Practice (2001) and as of September 2014 the new Code of Practice came into force.

Further details about these reforms and about the SEND Code of Practice can be found on the Department of Education’s website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For further information about the approach that North Yorkshire takes to supporting SEND pupils you can visit the Local Offer page on the county council website : <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

AIMS OF THE POLICY:

- to explain the ethos and rationale behind provision for Inclusion at our schools
- to outline the nature of the inclusive provision for SEND pupils at our schools

- to set out the roles of the class teachers and SEND coordinator in relation to provision for Inclusion
- to foster the involvement of parents at all stages of provision for pupils with educational needs

INTRODUCTION

As a school we are committed to giving every child an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, background or personal circumstance. We recognise that there are a diversity of special needs including learning, health, behavioural, emotional and physical. We aim to treat everybody fairly, in line with our equalities scheme.

Diversity is valued as a rich resource, which supports the learning of all. In our school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

IDENTIFICATION OF CHILDREN WITH ADDITIONAL NEEDS AND SEND

Children with Special Educational Needs and / or Disabilities sometimes have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning and / or retaining what they have learnt than the majority of their immediate peers.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age

The school aims for early identification of Special Educational Needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENDCO of concerns regarding a child's learning. The SENDCO then ensures further assessment and support where appropriate.

SEND SUPPORT

Where it is determined that a pupil does have a Special Educational Need or Disability, parents will be formally advised of this and the pupil will be added to the list of pupils receiving additional school support. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided can be described as a 4 part process: a) Assess b) Plan c) Do d) Review. This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The Four Part Process in Action:

Assess

As noted above the procedure for initially identifying and assessing the needs of SEND pupils is thorough and involves all concerned parties

Plan

The next step is to plan the provision best suited to meeting the needs of the pupil.

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted, taken seriously and compared with the school's information and assessment data on how the pupil is progressing. This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developed and appropriate.

Where external staff are already involved with a pupil, their work will provide a supplementary view. Where they are not involved they may be contacted by school, if this is deemed appropriate, following discussion and agreement with parents.

An individual support plan (My Support Plan) will be created involving consultation between the teacher, the SENDCO and parents to agree the adjustments, interventions and support that are required for the pupil. Parental involvement may be sought to reinforce or assist with progress at home. All those working with the pupil, including support staff will be informed of their individual needs and the support that is being provided. This will include teaching strategies and approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one to one teaching away from the main class environment. They will work closely with the teaching assistants and plan and assess the impact of support and interventions held away from the classroom setting.

The class teacher continues to further assess the pupil's strengths and weaknesses and the SENDCO will be on hand to provide effective support and advice on an ongoing basis.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents.

The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with the parents and the pupil.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

If a child has a lifelong or significant difficulty they may undergo a 'Statutory Assessment Process' which is usually requested by the school but can be requested by the parent.

This will occur where the complexity of need or lack of clarity around the needs of the child is such that a multi-agency approach to assessing need and identifying provision is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including Parents, Teachers, SENDCO, Social Care, Health Care professionals.

Information will be gathered relating to the current provision provided, any targets set and their progress towards those.

A decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHCP.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

If it is decided that a pupil's needs are not being met by the support which is ordinarily available from school then an EHCP will be provided by North Yorkshire County Council. The school and the child's parents will be involved in developing and producing the plan. Once the EHCP has been completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually by all those involved with the child.

The annual review enables provision to be evaluated and maintained at the appropriate level and with the appropriate focus, reducing or increasing the level of support as required.

ORGANISATION OF LEARNING

A more detailed description of the specific provision made for pupils with SEND can be found in our Whole School Offer which can be found on our website.

The school offers a continuum of provision to meet the diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups.

We have a team of highly skilled and trained support staff which we deploy to provide additional support in response to individual need, which may take place in the classroom or children may be withdrawn for short periods during appropriate times.

PLANNING OF LEARNING

When planning, teachers set high expectations and provide opportunities for all pupils to achieve.

Teachers are aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

Teachers ensure that teaching assistants have access to relevant planning so that they can support the children appropriately.

Teachers respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting and monitoring focused and appropriate targets for learning.
- developing positive relationships with students

Teacher's planning and lessons provide a level of differentiation for pupils with a variety of needs. This can take many forms including:

- access to word banks
- opportunity for visual literacy techniques such as reading pictures and drama
- opportunity for discussion and cooperative learning
- differentiated learning objectives and/or success criteria
- adapted and differentiated printed text to improve access and understanding
- graphic organisers and writing frames

- hands on equipment
- multi-sensory learning opportunities
- extra adult support
- additional visual cues
- learning opportunities which reflect support plan targets
- mixed ability and homogeneous groupings
- specialised targets which are reflected in planning
- differentiated homework
- learning which involves authentic tasks and opportunity for choice and personalisation

At our schools we recognise that at times, many of the learning experiences detailed above benefit all pupils, not just those identified as having additional needs. Therefore, although at times targeted children will be offered special learning experiences detached from the classroom, most often teachers use an 'open door' or inclusive model of provision in which all pupils get an opportunity to participate in the above.

EXTERNAL SUPPORT TO ENRICH LEARNING

The school has close partnership links with external support agencies.

Through the LA we have access to services such as the SEND Hub, Early Help Service, and EAL advisors.

The school is also supported by an Educational Psychologist (EP), Speech and Language Therapist (SALT), Occupational Therapist and various advisors. We also have a working relationship with a number of Special Schools in the surrounding area.

The EP and SALT are able to provide advice and guidance on issues related to curriculum provision and identification and assessment of pupils' individual needs.

The Special Educational Needs Assistant (SENDCO), who is also a member of the Senior Leadership Team, organises and plans the amount of external specialist support required by pupils.

At our schools it is recognised that experiences outside the classroom and support such as visiting specialist teachers are invaluable in terms of providing enrichment, not only to pupils with additional needs but to all pupils. The school aims to provide such experiences regularly.

These opportunities include regular off site visits, a KS2 Residential, peripatetic music teachers, Wider Opportunities music tuition, visiting teachers from local high schools, the use of experts including authors and sports coaches, and visitors from local businesses and institutions etc.

RESOURCES AND BUDGET

The school allocates a proportion of its budget to resourcing education inclusion. In liaison with the SLT, the SENDCO organises and plans the amount of additional in-class and external specialist support required by pupils with additional needs.

The school has a wide range of physical resources to support children with SEND. These resources are managed by the SENDCO and are audited at the beginning and end of each year. When not distributed they are kept centrally.

ASSESSMENT PROCEDURES

The school uses consistent and nationally recognised assessment levels: EYFS Levels of achievement, standardised test data, and Sheffield STAT achievement descriptors. All teachers monitor and review pupil progress using these assessment tools every term. In order to ensure accurate assessments are made, teachers are supported by SLT and they are given opportunities to moderate samples of work and achievements across the core subjects both with staff in school and through moderation meetings with other settings including local mainstream and special schools.

With specific reference to SEND children, the assessment procedures are carried out by the class teacher and key workers where present, and supported by the SENDCO. Information from parents is also sought and valued.

Formal assessments may also be administered by outside agencies supporting the child and in such cases parental support will be sought in advance. The class teacher, SENDCO and SLT continually monitor and assess pupil's progress.

Individual support plans are reviewed a minimum of 6 times per year.

REGISTERS AND RECORD KEEPING

The SENDCO holds and updates a register of children vulnerable to underachievement or who are identified with SEND. Teachers are responsible for the completion of all appropriate paperwork for children who are identified as requiring SEND provision or currently hold Statements of Special Educational Needs or an Individual Health and Education Plan. The SENDCO is responsible for completing the paperwork required for Statutory Assessment requests and annual reviews.

Support plans are reviewed a minimum of six times per year by the class teacher with the support of the SENDCO when required and are written in a child friendly format. Parents and pupils, where appropriate, are part of the target setting and reviewing process.

Assessment records pertaining to all children are to be updated by the class teacher and held electronically in a shared space. All such records are considered to be confidential and are only accessible to concerned professionals and parents.

SAFEGUARDING

Our schools are committed to safeguarding pupils in their care. We recognise that pupils listed on the SEND Support Register may be particularly vulnerable and take steps to ensure that our safeguarding and child protection procedures are reflected in our day to day care and support of these pupils. The SENDCO works closely with the Designated Safeguarding Leader (DSL), notifying the DSL immediately of any concerns or questions that arise as a result of assessing, reviewing and observing pupils or as a result of meeting parents and carers to discuss pupil needs.

MONITORING SEND PROVISION

The SENDCO, SLT, Headteacher and Governors are responsible for reviewing the overall provision for all children. To support this, pupil's progress is tracked at a number of levels:

- the class teacher formatively assesses SEND children's progress against support plan targets and national expectations
- there are annual review meetings for children with Individual Education, Health and Care Plans
- all lesson observations include comment on provision and progress of pupils with different or additional needs

- TAs are formally observed by the SENDCO while delivering interventions / supporting SEND pupils
- the effectiveness of interventions is monitored and recorded
- the SENDCO updates whole school provision maps as required

ROLE OF HEADTEACHER

The Headteacher has responsibility for managing the work of the SENDCO. They must keep the school's governing body fully informed and work closely with the SENDCO.

ROLE OF SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENDCO)

The SENDCO is Dale Starr. She is responsible for:

- The day to day running of the SEND and broader inclusion, in conjunction with the Headteacher and SLT
 - Liaison with and advising all staff members, teaching and non-teaching.
 - Maintaining the SEND Register.
 - Co-ordinating the provision for children with Special Needs
 - Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Needs
 - Contributing to in-service training for staff.
 - Liaison with outside support services, agencies and voluntary bodies, including the Healthy Child Team, the Educational Psychology Service, Primary and Specialist Speech and Language Support Team, the Education Welfare Service, Social Services, Child and Family Consultation Service, Prevention Service, Traveller Education Service etc.
 - To assist class teachers to draw up support plans in consultation with other staff members (e.g. EAL support staff, Pastoral Support Team) and parents, where appropriate.
 - Maintain close links with all parents of children with special educational needs.
 - Co-ordinating Annual Reviews for children with Statements of Special Educational Needs and Education, Health and Care Plans (EHCPs).
 - Liaising closely with the Headteacher and SLT.

ROLE OF CLASS TEACHER

It is the responsibility of the class teacher to

- provide an atmosphere that reflects the inclusive ethos of the school
- proactively identify special educational needs
- ensure that all children have access to a broad and balanced curriculum
- differentiate tasks and select strategies that support the learning of pupils with SEND
- discuss specific strategies used with these pupils at parents' evenings and Support Plan Review Meetings
- complete required inclusion documentation as directed by the SENDCO
- Maintaining individual children's SEND files
- Organising the delivery of and monitoring and maintaining progress within any intervention groups ran for the benefit of their pupils, both within and outside the classroom
- Ensuring that parents have a copy of their child's support plan and are given the opportunity to discuss these at regular intervals
- Updating the Record of Support Plan Meetings document in their child's SEND file.
- Make sure the content of the support plan reflects the actual classroom and intervention practice and vice versa.

ROLE OF GOVERNORS

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs and for reporting to parents on the fulfilment of the school's Inclusion Policy. Our current SEND Governor is Mrs Fawcett.

ROLE OF PARENTS

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress. Parents are invited to meet with the class teacher and discuss their child's progress towards their support plan targets throughout the school year. Learning review meetings are held twice a year. The SENDCO meets with parents regarding their child's additional needs and provides support and information as required.

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