

Easingwold Partnership Schools

Policy for special educational needs and disabilities (SEND)

Specific for: Husthwaite CE Primary School

Agreed by governors April 2017

Review date April 2018

This policy is in line with the final draft Code of Practice which will be ratified by parliament for use from September 2014

Abbreviations used

ASCROSS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

Aims and Values

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (SEND Code of Practice 2014 6.1)

Objectives of the policy

- To ensure inclusive and equal access to the academic and social life of the school for all pupils, including those with Special Educational Needs and / or Disabilities.
- To support all pupils to overcome barriers to learning and to make the best possible progress, in accordance with the school's aims and values.

Philosophy

The school community believes that (please adjust for your school if necessary):

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

The SENCO will:

- Maintain an accurate register of pupils within the school with formally identified SEND and ensure that this information is recorded in the termly census and reported to governors.
- Arrange and lead regular review meetings (at least termly) which include the views of pupils and parents or carers for all pupils on the register.
- Maintain an additional register of those pupils identified as at risk of under-achievement due to vulnerability, and those identified as falling behind in school progress tracking .
- Maintain an overview of the progress and provision for all pupils on the school registers.
- Maintain up-to-date school provision maps for all prime areas of SEND.
- Identify CPD needs to sustain and develop effective provision for SEND.
- Attend LA SENCo Network briefings and CPD in order to maintain and share up-to-date knowledge of developments in SEND provision and practice.
- Support school staff in the planning and delivery of differentiated provision for SEND and the preparation of Individual Provision Maps.
- Liaise effectively with other agencies and schools in order to maximise resources and expertise available to support SEND pupils.
- Be trained in initial identification of SEND and appropriate referral to external agencies when appropriate, and in formal procedures for requesting additional assessment (EHCAR).
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.

The class teacher will:

- Strive to deliver quality first teaching for all pupils, differentiating teaching and learning to meet the needs of all pupils in their class.
- Track pupil progress and observe pupil development in accordance with school policy and identify any pupils causing concern to the headteacher and SENCo.
- Take part in review meetings and discussion with parents, carers and other professionals to evaluate and improve provision for individual pupils with SEND.
- Work with the SENCo to devise and implement Individual Provision Maps for pupils with SEND.
- Participate in relevant CPD to meet the needs of individual pupils within their class or to enhance whole-school SEND provision, at the direction of the headteacher.

- Manage the contribution of teaching assistants to the provision to meet SEND within their class.

The SEND Governor will:

Maintain an overview of the school's record in making effective provision for SEND by:

- Meeting with the headteacher / SENCo termly.
- Maintaining a working knowledge of the Code of Practice 2014 and national developments in SEND.
- Reviewing the SEND register, data on the progress of SEND pupils in comparison to non-SEND peers, and records of SEND CPD.
- Seeking the views of parents, carers and (when possible) pupils with SEND on the school's approach and provision.
- Reporting to the Full Governing Body annually.

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets in English and Maths
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local to inform the school offer. This is published on the school website as part of the governors' SEN information report.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.

- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the Code of Practice 2014

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

*The SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.