

Special Educational Needs and Disability

Policy and Guidance Notes

DATE FINALISED - October 2023

DATE TO BE REVIEWED – September 2024

Stokesley Primary Academy



**At Stokesley Primary Academy we are proud to provide a safe, stimulating, and inclusive learning environment where every member of our community is valued and respected. Every teacher is a teacher of every child including those with SEND.**

**Our broad, balanced, creative, and sometimes personalised curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.**

**We celebrate our achievements, gifts, and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.**

**Together we take pride in making a positive contribution to our school and the wider community.**

**Name of SENCO – Mrs Janet Madden**

**Contact Details of SENCO – 01642 711071**

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The SENCO at Stokesley Primary Academy is a member of our Senior Leadership Team. The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The policy was developed in collaboration with staff, parents/carers and governors to promote the inclusive practice and approach we have in our school. All our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Principal Mrs J Madden advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

### **Aims of this policy**

At Stokesley Primary Academy we aim to:

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability, our school provides a focus on outcomes for children and young people and not on the hours of provision/support.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

## Objectives

We will fulfil our aims through the following objectives:

1. To identify and provide for pupils who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils

## Identification

Teachers are responsible and accountable for the progress and development of pupils in their classes. High Quality First Teaching is the first step in responding to pupils who have or may have SEND. Teachers make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, school may use this as an indicator of a range of learning difficulties or disabilities.

We do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home.

- *Concerns about a pupil’s ability to learn may be raised by teaching staff, support staff, parents/ carers, social care or health services, or directly by the pupil.*
- *We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child’s development and progress towards outcomes.*

## Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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 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 SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs:

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach**. This process will lead to the identification of the child’s primary and, if required, broader needs.

At Stokesley Primary Academy we are very mindful of factors that are not SEND but that may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **The Graduated Approach**

Stokesley Primary Academy employs a graduated approach to meeting the needs of pupils, in line with the Code of Practice guidance, through:

- an established and clear, internal assessment of the pupil’s needs
- planning, with the pupil’s parents/ carers, the interventions and support to be put in place, as well as the expected impact
- implementing the interventions, with the support of the Special Educational Needs Co-ordinator (SENCo)
- reviewing the effectiveness of the interventions, and making any necessary revisions.

### **Managing pupils’ needs on the SEN Register through the Graduated Approach**

- At Stokesley Primary Academy we use a Cycle approach to the identification of pupils’ additional needs. Throughout the process we value, record and respond to both pupil and parent voice.
- At *Cycle 1*, having considered all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress and with parental involvement, the teacher and the parents/carers will record and plan a period of additional and personalised interventions, the effectiveness of which are reviewed after one term
- Following this review, and with involvement from the SENCO, it will be decided and agreed upon whether to place the pupil onto the SEN Register or whether their identified needs have been addressed.
- At Stokesley Primary Academy, pupils on the SEN register are at *Cycle 2*. Using high quality and accurate formative assessments, these pupils will have detailed SEN Support Plans identifying desirable outcomes, actions and strategies and additional provision to meet these outcomes
- Some pupils identified as having SEN may have more significant or complex SEND, and may have specialist services involved with them and their family.

- SEN Support Plans at *Cycle 2* are reviewed by teachers, (and the SENCO as appropriate) with parents on a termly basis
- If, following this period of Assess Plan Do Review, a pupil is still not making the expected progress towards the identified outcomes, school can ask for further support from the North Yorkshire County Council Local either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need.
- This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision.
- Pupils with an EHCP are considered to be at *Cycle 3* at our school. They continue to be the responsibility of the teacher with support from the SENCO and Headteacher
- Pupils with an EHCP will be monitored by the teacher, SENCO and parents at least 3 times per year including through an Annual Review, where progress towards outcomes on the EHCP will be reviewed. Other agencies involved with the pupil will be consulted and involved as appropriate.

#### **Exit criteria**

- Decisions about whether a pupil should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.
- Pupils who exit the SEND register will continue to be regularly monitored as part of whole school monitoring processes with close parental involvement

#### **Supporting pupils and families throughout the Graduated Approach**

- We work in partnership with our parents and families to ensure that they are fully informed about all matters relating to their child's SEN.
- We collect and respond to both pupil and parent voice as part of our Graduated Approach processes and documentation
- Our SEN Information Report is published on our website (<https://stokesley-community-primary-school.schudio.com/important-information/sen>) and available as a printed copy at our main reception and is updated regularly.
- We guide parents towards the LA Local Offer for information about wider services which can be found across North Yorkshire

#### **Support from Other Agencies**

- On some occasions, in order to provide the most appropriate support for a pupil, the school will seek the involvement of other specialist services.
- These include but are not limited to: Education Psychology Services, Speech and Language Therapy Service and enhanced mainstream schools.
- Where we wish to make a referral to an outside service, parents will be fully consulted, and will be invited to work with the service directly.

#### **Local Authority Involvement in High Needs Cases**

- For a very few children more help will be needed than is normally available through the school's own resources. School, parents and other agencies may decide that it is necessary to request that the local authority review the case. This may result in an Education Health and Care Plan (EHCP).

## **Section 7: Supporting Pupils with Medical Needs**

- At Stokesley Primary Academy we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education.
- Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website (<https://stokesley-community-primary-school.schudio.com/important-information/school-policies>)

### **Accessibility**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

### **Monitoring and Evaluation of SEND**

*The Academy Improvement Committee will support and challenge the SENDCo as a critical friend*

The SENCO is provided with weekly monitoring time within school in order to evaluate the quality of provision offered to pupils and to review progress against targets set for individual children. They are provided with SEND staff meetings in order to deliver specific training to address emerging needs.

All subject leaders audit SEND provision in the subjects they are responsible for and utilise good practice and quality resources both within the Enquire Learning Trust and beyond in order to deliver a curriculum accessible to all.

Parent views, pupil views and staff views are sampled regularly and the senior leadership team monitor the provision within classrooms as part of routine monitoring and evaluation.

All monitoring and evaluation activities feed into development plans and, where appropriate the Academy Improvement Plan.

### **Training and Resources**

The school provides opportunities for shared good practice initiatives through lesson observations by colleagues and by contributions to INSET sessions during staff meetings or other designated times. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students and classes.

Enquire Learning Trust have regular SENCO training days and meet with the Strategic Lead for SEN in a hub meeting once per term. These sessions are designed to ensure that SENCOs keep up to date with local and national issues in SEND as well as opportunities to access support and share good practice.

### **Confidentiality and Data Protection**

All data held on pupils with SEND is kept securely in a locked filing cabinet. The school will not share information about a student outside of the school without parental consent. The school will not disclose any EHCP without the consent of the pupil's parents/ carer, with the exception of disclosure:

- To a SEND tribunal when parents/ carers appeal, and to the Secretary of State under the Education Act 1996

- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LAs
- To any person in connection with the pupil's application for pupils with disabilities allowance in advance of taking up a place in higher education
- To the Headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

## **Compliance**

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- This policy complies with the statutory requirement laid out in the Special Educational Need and Disability (SEND) Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:
- Children and Families Act (2014)
- Equality Act 2010: advice for schools DfE (May 2014)
- Special educational needs and disability code of practice: 0 to 25 years (2015) • Special Educational Needs (Information) Regulations (2014)
- Special Educational Needs and Disability (Amendment) Regulations (2015)
- Statutory guidance on supporting pupils at school with medical conditions: Care and Support Statutory Guidance (Dec 2015)
- Keeping children safe in education (2018)
- School admissions code
- Stokesley Primary Academy Safeguarding Policy
- Teachers' Standards, DfE (2011)

## **Roles and Responsibilities**

*It is the SENCo's responsibility to:*

- oversee the SEND provision throughout the school, ensuring that appropriate provision is delivered through teaching and any specialist programmes
- advising on the graduated approach to providing SEN support
- ensure that Support Plans are written, monitored and shared between staff and parents.
- ensure that all staff are familiar with, and show understanding of, the specific needs of the pupils they teach
- ensure that the school keeps the records of all pupils with SEN up to date
- maintain records for, and oversee the implementation of, provision for those pupils at the school supported by an EHCP. This includes organising and chairing Annual Review meetings to which parents and appropriate external bodies are invited to attend.
- liaise with the relevant designated teacher where a looked after pupil has SEN
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents of pupils with SEN
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the Principal and Trust are kept informed of any developments, changes or concerns regarding the pupils or SEND provision at the school

*It is the Principal's responsibility to:*

- keep an overview of general standards of learning support and SEN support throughout the school
- ensure staff are appropriately trained
- ensure adequate financial and other resources are available SENCo

*All Teaching staff at Stokesley Primary Academy have a responsibility to:*

- be aware of the needs of all pupils in their classes
- meet those needs through lesson planning, and use of appropriate teaching methods
- work collaboratively with TAs to ensure that their combined professional expertise, pedagogical knowledge and knowledge of the individual pupil are fully utilised to the pupils' benefit
- monitor and track the progress of SEND pupils in their classes
- attend meetings about pupils to share views and effective teaching methods
- contribute to sharing of effective strategies and updating of SEN Support Plans
- maintain appropriate dialogue and communication with parents regarding progress
- ensure that the SENCo is kept informed of any developments or concerns regarding pupils with learning difficulties, or who they suspect may have learning difficulties

*Teaching Assistants have a responsibility to:*

- work closely with classroom teachers to ensure pupils receive the right balance of challenge and support, and are given structured opportunities to develop and demonstrate their ability to work independently
- assist the teacher in providing appropriate resources to support learning
- keep records and monitor the effectiveness of interventions and support as directed by the teacher/SENCO
- contribute to the review of pupil progress under the direction of the teacher/SENCO
- work to ensure that advice and support from outside agencies is successfully implemented
- work as a whole school team to support the needs of pupils across the age phases

## **Reviewing Policy**

- We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,