



Stokesley Primary Academy
Policy for Special Educational Needs and Disabilities (SEND)

This policy is in line with the SEND Code of Practice, (1st April, 2015)

KINDNESS
PROUD TO

CARE

COLLABORATION | ACHIEVEMENT | RESPECT | EMPATHY

Abbreviations used:

AIC	Academy Improvement Committee
CoP	Code of Practice
CPD	Continuing Professional Development
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
TA	Teaching Assistant

Objectives of the policy

- To work within the guidelines set out in the SEND Code of Practice, 2015.
- Maintain the compassionate nature of the Stokesley Primary Academy and ensure there is a whole school approach to any child who has a special educational need.
- To ensure that all staff recognise each child as an individual, ensuring that all children's achievements and contributions are valued and celebrated by staff, children and themselves.
- Maintain and develop each child's innate desire to interact with all of their peers through mutual concern and respect for each other
- For feelings of self-confidence and a positive wellbeing to be promoted
- To ensure all children are given an equal opportunity to take part in all learning opportunities offered by the Academy.
- Provide a broad and balanced curriculum while emphasising the need to develop literacy, numeracy and basic key skills.
- For a differentiated curriculum to be provided to ensure positive learning opportunities for all children.
- To assess children's learning and monitor achievement to ensure all children make progress.
- Follow Academy procedures that ensure early identification of children who need support that is 'additional to' or 'different from' a normal differentiated curriculum.
- To follow school procedures that ensures a graduated response, of 'assess, plan, do, review', in order to provide the correct level of support, whatever the level of need.

- For a range of SEND provision to be provided based on Quality First teaching and aspirational outcomes, using specifically identified interventions, good differentiation, specific intervention programmes and SMART Targets through individual programmes of support.
- Identified interventions are delivered with fidelity, using a pre and post assessment process to measure accelerated progress and ensure efficacy of the program.
- For quality SEND provision to be assured through provision management and a robust “Graduated Approach” (assess, plan, do, review) procedure.
- Continue to develop and maintain positive relationships with parent/carers, with a termly meeting to discuss desired outcomes and provision.
- To be part of an effective multi-agency network in order to combine services around the needs of the children and their families.
- If an issue arises where changes occur, this must be in consultation with the SENDCo

Effective planning will help parents, children and young people express their needs, wishes and goals and should:

- focus on the child or young person as an individual, not their SEND label;
- be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon;
- highlight the child or young person's strengths and capacities;
- enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future;
- tailor support to the needs of the individual;
- organise assessments to minimise demands on families; and
- bring together relevant professionals to discuss and agree together the overall approach.

The Academy community believes that:

- All pupils are equally valued and the Academy 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
- The Academy Improvement Committee will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Principles

The SEND Code of Practice 2014 defines Special Educational Needs as follows:

“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 him or her.

A child of compulsory school age 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”

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. (CoP 2015)

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 Executive Head has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision and arrangements for coordinating Inclusion and SEND provision is as follows:

Role of the SENDCo/ SEND Leadership:

- In line with the Code of Practice, 2015 the Executive Head has overall responsibility for managing the Special Educational Needs Policy.
- The SENDCo, meets regularly with the Principle and other Senior Leaders.
- The SENDCo is has day-to-day responsibility for operating the policy.
- In consultation with class teachers and the SENCo, the TA's support children or groups of children throughout the Academy. Some of the TA's are assigned to pupils with a Statement of SEND or an Education, Health and Care Plan (EHCP). At all times, the primary focus of the TA's is to support the children to become independent learners. Timetables are flexible and dependant on the changing needs of the children and the Academy.
- Midday Supervisory assistants may also be involved in the care and welfare of children with special educational needs.
- All staff members respond sensitively and appropriately to all children in order to meet their individual needs
- Class teachers aim to use a range of teaching styles in order to meet the learning styles of all children.
- Through termly assessment and on-going teacher assessment/observations, class teachers will:
 1. Ensure that the curriculum is suitably differentiated to allow all children the opportunity to access learning opportunities that are challenging and achievable at their level.
 2. Identify children who are working above the year group expectations and those who are working below
 3. Use suitable assessments to identify appropriate next steps for those children working significantly below KS1 expectations.

In Liaison with the Academy Improvement Committee (AIC):

The Academy Improvement Committee will support and challenge the SENDCo as a critical friend, as the SENDCo leads on the following:

- Current numbers (**but not names**) of pupils on the SEND List who require graduated provision and those with Statements/ Education, Health and Care Plans.
- Identification procedures for pupils with SEND
- Staffing arrangements for pupils with SEND
- Staff training
- Use of resources
- Ways that pupils with SEND are ensured access to the curriculum
- Provision being made for individuals
- Progress on any parts of the Academy Improvement Plan relating to SEND
- Progress with the implementation of the SEND policy
- Whether statutory reporting requirements are being met
- Liaison with external agencies and support services
- Links with special/mainstream schools
- Communication with parents

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is part of the continuous cycle of assessment and review.

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
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCo and other outside agencies will offer advice on differentiation, next steps and SMART targets to all staff
- A graduated response ensures that pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Review conversations with staff, parents and pupils ensure that there is a graduated response to meet individual need and enable the child to become an independent learner.

- The training budget for staff is transparent and negotiated with the Senior Leaders in line with identified needs from performance management and the whole school development plan. SEND continuing professional development (CPD) is constantly reviewed with Senior Leaders
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Access arrangements are made so that all pupils can demonstrate their full potential in SAT's tests and assessments
- Stokesley Primary uses the Local Authority's 'local offer' to inform the school of provision they must offer. This is published on the Academy website.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from other outside agencies and professionals when necessary.
- Dependent upon need, some pupils will have risk assessments or health care plans, some pupils may be allocated a key worker/supporting adult.
- Parent's meetings will be held termly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- All children on the SEND register have a Graduated Approach document outlining their desirable outcomes and the provision to achieve the outcomes. This is written in conjunction with parents and reflects their view and the views of the child. This document is reviewed termly.
- 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
- The SENDCo is a qualified teacher with the SENDCo Accreditation Award, and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current Academy community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The Academy will follow the latest statutory guidance, currently the SEND Code of Practice, 2015, Equality Act, 2010 and Children and Families Act, 2014.

Monitoring and evaluating performance:

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole Academy 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 graduated response and strategies listed on individual graduated approach documents.
- Annual financial returns (e.g. part 7)
- Completion of statutory functions by the SENDCo related to referral for assessment for Education Health Care Plans (EHCPs), termly meetings and EHCP annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENDCo, SLT, AIC.
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis, in conjunction with the Executive Head, Head of school and senior leaders
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The Academy Improvement Committee evaluate the work of the Academy by:

- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

For further information, see SEND Information Report

****SEN information report***

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 relate to provision set out in the local offer.

SEND Code of Practice, 2015: 6.79

