

West Heslerton CE Primary School

Policy for special educational needs and disabilities (SEND)

Agreed by governors: Spring Term 2018

Reviewed by staff: Autumn term 2018

Date of next planned review: Spring Term 2019

This policy is in line with the final draft Code of Practice, September 2014

This policy reflects current legislation:

- SEND Code of Practice 0 – 25 (January 2015)
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2015)
- Safeguarding Policy
- Accessibility Plan
- Current teachers standards
- Current teaching assistant standards

Abbreviations used

ASCOS	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

School's aims

“Children are at the centre of all we do”

We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.

The hallmarks of a Christian life lived well are –

- Love
- Joy
- Self-control
- Peace
- Kindness
- Patience
- Generosity
- Gentleness
- Faithfulness

Galatians 5:22 – 23

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.

Philosophy

The school community believes that:

- 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.

Definitions:

A child is defined as having Special Educational Needs and/or Disability (SEND) 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 SEND provision is as follows:

Headteacher (SENCo) oversees the provision of education for pupils on the Vulnerable Learners list.

Teachers coordinate the day-to-day provision of education for pupils on the Vulnerable Learners list.

SEND Governor liaises and monitors the work of all of the above.

Please contact all of the above persons via the school office 01944 728286 or admin@heslerton.n-yorks.sch.uk

Whole school approaches: (needs to be accurate to reflect current provision in your school)

- All staff 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
- The SENCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- Where appropriate, students have individualised targets
- Individual support plans are regularly discussed and updated so that staff, pupils and parents know what reasonable adjustments are being made for each individual.
- The training budget for staff is transparent
- 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 offer 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, ASCOSS etc.
- Some pupils will have individualised support plans, 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 needs.
- The SENCo will be appropriately qualified and have 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 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 CoP 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 may include:

- Monitoring and evaluating of interventions, including their value for money
- Forensic 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, SEND 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
- Meeting with parents and pupils
- 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 SEND funding

*The SEND 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.

1. Roles and responsibilities

Include management of funding, how SENCo identifies and reports on the notional SEN funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND. How?. Role of SEN governor (including their role to ensure appointment of qualified, experienced teacher who has or will have the NASENCo within 3 years of appointment), including when they will meet formally with SENCo and act as critical

	<p>friend. Role of teaching assistants (including expectations to ensure children develop independence) their role in liaising with teachers and vice-versa, use of liaison time – link to teaching assistants policy. Role of mentors, home school workers etc.</p> <p>Engagement with parents who has what role? Is it explicit in your policy? Records of parental and pupil aspirations, outcomes, actions and support – procedures and responsibilities (IPMs/ inclusion passports). Person centred approaches – annual reviews, gathering of pupil views – how? What is the agreed time scale between meeting parents and uploading IEPs onto school system?</p> <p>Who is responsibility for ensure SEN section of school website is compliant: SEN information report reviewed annually, link to local offer, accessibility plan*, sen policy, provision maps info for parents etc. *statutory</p>
2. The graduated response	<p>Procedures of assess, plan, do review, Including procedures for those at SEN support and procedures for those with EHCP and their annual reviews.</p> <p>Provision mapping – how this is reviewed and kept current</p> <p>Parent and pupil voice – how and when?</p> <p>Any form used? Proformas can be placed in the appendix.</p>
3. The actual procedures in your school i.e. the process, not the provision.	<p>How all staff undertake their roles Including making links to other policies such as the teaching and learning policy, behaviour, safeguarding etc.</p> <p>How provision mapping is used, use or IPMs/ Passports and who is responsible for their up keep, accuracy and time frames.</p> <p>Transition arrangements.</p>
4. Monitoring and evaluation	<p>Rigorous data scrutiny and analysis leading to early identification, frequency of learning walks, observations of teachers/TAs/individual pupils, formative and diagnostic assessments, reports to governors, evaluation and monitoring arrangements of interventions, value for money procedures, effective whole class differentiation.</p> <p>How is notional SEN funding monitored to facilitate best possible outcomes for pupils with SEND</p>
5. Support pupils with medical conditions	<p>How. Procedures, forms to be used. Use of health plans</p>
6. Training and resources	<p>Staff development linked to PM and whole school CPD development plan which reflects pupil needs and improves staff knowledge and skills of SEND. Including reference to induction programme for new staff regarding SEND.</p> <p>SENCo deployment/ training and management of staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEND.</p> <p>SENCo closely involved with professional development of staff so that all staff improve their practice and take responsibility for</p>

	removing barriers to participation and learning
7. Storing and managing information	GDPR. Security. Systems to store IEPs, EHCPs, reports from out agencies
8. Accessibility	Who is responsible for updating and implementing the accessibility plan.
9. Appendices	Any forms, ('short note' template, IEP template), reference to sen information report and when it is to be reviewed (annually), APDR cycle (flowchart) in your school, any SEN handbooks, glossary of terms etc., link to accessibility plan.