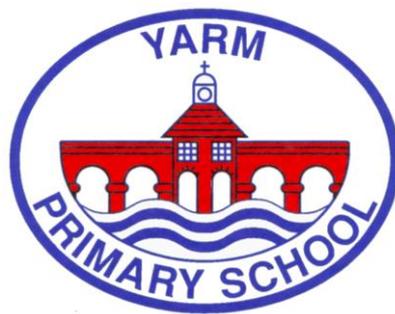


SEND Policy and Information Report



Policy reviewed Autumn 2017

Review date - will be responsive to the publication of the new Code of Practice and Regulations –
Spring

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Yarm Primary School we seek to:

- Ensure that all pupils are valued equally.
- Promote a positive self-image and self-worth of all children in the school.
- Ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make progress.
- Regularly review and evaluate children's progress and to work in close partnership with parents/carers and children.
- Ensure that Special Educational Needs are identified and assessed as early as possible.
- Raise awareness of staff, pupils, parents and Governors of the needs identified.
- Ensure pupils' needs are met as soon as is practicable.
- Review and update SEND files on a regular basis.
- Ensure that all children have access to a relevant, broad and balanced curriculum.
- Work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs.
- Maintain and develop a range of expertise within the school by training all staff with regard to SEND.
- Promote an awareness of physical, emotional, behavioural and social needs of children in our primary school.
- Ensure that as far as possible (within financial constraints) appropriate resources, both human and physical are provided to enable children with Special Educational Needs to access the curriculum.
- Use guidelines provided by the LA and SEN Toolkit and refer to the Code of Practice.
- Monitor, review and evaluate policy and provision on a regular and systematic basis.

Yarm Primary School strives to be a fully inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos.
- Broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.

All pupils are welcome, including those with Special Educational Needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have

their child with a statement educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

We strive to ensure that every child at Yarm Primary School, regardless of ability, gender or ethnicity has access to a broad and balanced curriculum.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area. (CoP 1:3)

4. Roles and responsibilities

4.1 The SENCO

The SENCO is James Hunter and he can be contacted via email through the school's office Yarpri.school@stockton.gov.uk

He will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at Governor meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of **every** pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Teaching Assistants

Teaching Assistants employed to support a child with special needs, have appropriate responsibility for the child's specific needs during their time with that child. The T.A. liaises during PPA and other less formal times; with the class teacher and SEN team on planning, progress and impact of specific interventions. The completion of IEP's (Individual Education Plans) is carried out in collaboration.

5. SEN information report

5.1 The kinds of SEN that are provided for

Yarm Primary currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment **will not** automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Our Assessment lead analyses the progress data of all pupils and teachers are asked to identify their next actions in order to diminish the difference. Those pupils of whom staff have further concerns around begin the initial stage of the 'Graduated Approach'. A range of professionals work alongside our staff to identify specific needs and the next steps in their learning. The same consideration is made to children who are identified as Looked After.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

This begins the Graduated Approach paperwork. This document records both the parents and pupils' views. Copies of these early discussions are added to the pupil's file and copies are available to parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Understandably, this can be a challenging concept for parents and pupils to comprehend. If we identify a child requires additional support and parents are reluctant to enter into dialogue regarding their child, we will, as far as possible within the financial constraints, provide some of the support required. We would not be able to involve other services without the support and agreement from parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Meetings with parents will take place in year 5, discussing their hopes and aspirations for transition to secondary school. This is in line with Stockton Borough Council's Transition Guarantee. Further meetings then take place with the representatives from both settings.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will deliver a range of interventions, which are identified in the graduated approach, including:

- Lexia (Reading)
- Sumdog (Maths and SPaG)
- SNIP (Spelling and Reading)
- Catch Up (Reading)
- MEEMO (Memory)
- Word Blaze (Spelling)
- Talisman and Magic Belt (Reading)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Spaces are created in classrooms and around school, including workstations, break out spaces and nurture rooms such as the Star Room, Oasis and Learning Zone.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- If sensory processing is an area of need, sensory routines are established to help support individuals sensory needs.
- Differentiating our teaching, for example:
 - giving longer processing times,
 - pre-teaching of key vocabulary,
 - reading instructions aloud.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver a wide range of interventions such as Draw and Talk.

Teaching assistants will support pupils on a 1:1 basis when specific medical needs are identified. Some children will require 1:1 support to deescalate behaviours and manage social emotional needs.

Teaching assistants will support pupils in small groups when there needs to be significant changes to the provision in order to access the curriculum. TA's will also work with pupils to develop their social skills, encouraging children to work with others.

We work with the following agencies to provide support for pupils with SEN:

- CAMHS
- Butterfly Counselling
- Pegasus Psychology
- SALT

It is Yarm Primary School's responsibility at this stage to provide any support.

The SEN Team and the class teacher decide on the action needed to help the child to make progress, consider at this point if extra resources are required.

External agencies may be approached to undertake assessments for children at this stage.

Assessments are used to inform target setting and provision of appropriate programmes of work.

Intervention strategies could include:

- Deployment of the Intervention Team to enable one-to-one or small group tuition; or to provide assessment to support decision making
- Provision of different learning materials or special equipment
- Staff development and training
- One-off or occasional advice from the LA support services. (CoP 5:49).

5.9 Expertise and training of staff

Our SENCO has experience of working and supporting children with a Special Educational Need and has worked as a classroom teacher for a number of years. Within the SEND team, the experience is vast. A number of staff, over recent years, have voluntarily taken further qualifications in Mental Health and Autistic Spectrum Disorder. Currently a member of staff is training to become an Attachment Champion. A questionnaire is shared with staff bi-annually in order to assess where we need to address a specific need.

The SENCO is allocated 3 afternoons a week to manage SEN provision.

We have a team of teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

Yarm Primary School has acquired a range of resources to support those pupils with SEN. Some of these resources can be found in the Intervention Resource cupboards and others are allocated to Year Groups or individual children. We endeavour to provide, within reason, resources to help all children access their learning.

The school building is accessible for disabled pupils.

Yarm Primary School has a duty to prepare an Accessibility Plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the Curriculum
- increase the physical accessibility of school premises for disabled pupils
- improve the delivery to disabled pupils of information provided in writing for pupils who are not disabled.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires to generate pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Osmotherley, Carlton Outward-bound Centre, Robinwood and Northumberland. In recent years, the vast majority of these pupils have attended these trips.

All pupils are encouraged to take part in sports day and school plays.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Craft club to promote teamwork/building friendships etc.
- Pupils take part in social skills groups when the need is identified.
- Pupils identified as possibly benefiting from specialist emotional support may be referred to Butterfly Counselling.
- Pupils are encouraged to use and access listening systems across school such as the listening spider and circle times.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At Yarm Primary, we work in collaboration with a wide range of agencies in supporting the needs of our pupils and their families (CAMHS, Daisy Chain, S< and Hearing Impairment Services) Counselling services are available to pupils, parents and siblings. We liaise with agencies which we feel will support our provision for the children.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

At Yarm Primary School, we endeavour to support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN Framework
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the LA and Parent Partnership Service, which should provide support, information and relevant training. The Parent Partnership Service can be contacted by telephoning 01642 393939 or 01642 415550 or details from the SENCO. (CoP 2:10)

5.17 Contact details for raising concerns

Please contact the SENCO (James Hunter) either on 01642 782731, or yarpri.school@stockton.gov.uk

5.18 The local authority local offer

Our contribution to the local offer is available at <https://yarmprimaryschool.net/sen/>

Our local authority's local offer is published here:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>.

6. Monitoring arrangements

This policy and information report will be reviewed by the Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan 1718](#)
- Behaviour

- Supporting pupils with medical conditions