



Sutton in Craven C of E (VC) Primary School

Special Educational Needs & Disabilities (SEND) Policy

Date Adopted: July 2016

Next Review: July 2017

Reviewed annually by the Improvement Committee

OUR AIMS

Access to the curriculum

- All children have an entitlement to a broad and balanced curriculum which is differentiated (made more or less demanding according to the ability of the child) so that children can understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning. Various strategies will be laid out in school documentation.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom.

As a school we will endeavour to address the educational, social, physical and emotional needs of all children whilst they are pupils at this school.

1. We will aim for each child to achieve the very best of which they are capable.
2. We will aim for children with S.E.N to be fully included in the activities of the school.
3. Within the school framework we will aim for all teachers to be equipped to identify and meet the needs of individual children.
4. We will make strong effort to work in partnership with parents, with NYCC, with Enhanced Provisions, with health services and other local schools to ensure special educational provision.
5. We will have regard to the revised S.E.N code of practice (September 2014), the SEND tool kit, Primary Inclusion Quality Mark and the Inclusive schooling structure, which is flexible to enable us to carry out our duties towards all pupils with Special Educational Needs.

DEFINITION AND IDENTIFICATION

1. A child may have a significantly greater difficulty in learning than the majority of children of the same age
2. A child may have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other mainstream schools.

The new SEND Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas.

1. Communication and interaction
2. Cognition and Learning
3. Emotional, Social and Mental Health
4. Sensory and/or physical

The SEND Code of Practice makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

OUR OBJECTIVES

To enable children to achieve the very best of which they are capable we will:

- ensure the identification of all pupils requiring SEND provision is as early as possible in their school career.
- ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- ensure that all pupils have access to a broad and balanced curriculum.
- ensure that all learners make the best possible progress.
- provide a differentiated curriculum appropriate to the individual's needs and ability.
- ensure that SEND pupils take as full a part as possible in all school activities.
- promote effective partnerships and involve outside agencies when and where appropriate.
- provide high quality learning opportunities and materials
- use positive and supportive language with children
- provide a secure and caring environment
- make use of assessment information (baseline, observational, parental views) to identify needs early.
- monitor and evaluate interventions adjusting them until they become effective
- involve parents at all levels. Our Local Offer and the Local Authority Local offer, published on our website will detail what parents and children can expect from the school in regards to high quality SEND provision.

To enable teachers to be equipped to identify and meet the needs of individual children we will:

- provide access to specialised equipment as required
- provide access to specialised support and information through SENCO, the craven inclusion project and NYCC
- Provide access to HLTA, GTA or ATA support where this is deemed to be appropriate.
- Ensure children are making sufficient progress, as measured against end of year National Curriculum expectations in reading, writing and maths.

To work with parents we will:

- Inform parents of any concerns we may have regarding the needs of their child
- Inform parents of how we are supporting their children including specialist support
- Discuss ways in which parents can support the needs of their child at home
- Listen to and learn from views and specialist knowledge of parents about their children.

To work with local schools, NYCC, Health services and the enhanced provisions we will:

- Attend cluster meetings and training
- Liaise with the enhanced provisions, health services seeking help and following suggested programmes
- Provide information about children to the relevant groups and support NYCC Policy for S.E.N

To make full use of the current legislative documents we will:

- Read, absorb and act on the information provided in the S.E.N code of practice and related documents
- Attend relevant training and keep up to date with initiatives
- monitor and evaluate our S.E.N practice with regard to these documents

ROLES AND RESPONSIBILITIES

The SEND co-ordinator (SENCO) is responsible for:

- supporting class teachers in devising IEPs and passports at the School Action Stage
- supporting teachers and T.As in the support they offer children
- ensuring the NYCC 'local offer' is displayed on the school website and the schools' 'SEND report' to parents is updated annually and displayed on the school website.
- co-coordinating provision for children with SEND and maintaining the SEND register
- in conjunction with class teachers liaising with parents/carers of children with SEND
- following consultation with Class teacher and relevant agencies, writing IEPs or Inclusion Passports for children whose needs require school works with external agencies.
- contribution to the in service training of staff
- liaising with Educational Psychologist and the Enhanced Provision Support, medical and social services and voluntary bodies
- leading Annual Reviews
- monitoring the provision for progress of children with SEND

The Class Teacher is responsible for:

- informing parents of concerns
- initial identification of children with SEND
- producing IEPs for children at the School Action Stage (with support from the SENCO if required)

- ensuring that other staff in the classroom and where necessary, are aware of the SEND of those children
- implementing the IEP/Inclusion Passport and/or supporting the TAs to do this
- reviewing the IEP and feeding back to the SENCO
- communicating with the SENCO about children who may need require assessing for and Education Healthcare Plan.

Teaching Assistants with support and guidance from class teacher and SENCO are responsible for:

- assisting children with task detailed on children's IEPs
- feedback to class teacher and or the SENCO
- being aware of the needs of the children they support in the class
- in the absence of the class teacher informing replacement staff of any special needs/practices that are important for children with SEND

Lunchtime Supervisors with support from Class Teacher and the SENCO should:

- be aware of the needs of children with SEND over lunchtimes
- follow any procedures detailed in children's IEPs

Parents in line with the Home/School Agreement are responsible for:

- supporting children with work at home
- attending parent's evenings/reviews meetings to discuss children's progress
- making the school aware of any concerns or problems that might affect children's work or behaviour

Governors are responsible for:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEND and all those involved with teaching and supporting Statemented pupils.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

ARRANGMENTS

Allocation of Resources

All schools in NYCC LA receive funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for all pupils
2. The delegated SEND budget (based on an LA 'funding formula', and generated in part by numbers on the SEND Register) covers the additional support required
3. Specific funds allocated to pupils with statements / Education Health Care Plans.

Request for Statutory assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND
- The pupil's Passports
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- English and Mathematics attainments

Other relevant assessments from specialists such as support teachers and educational psychologists

- The views of parents
- Where possible, the views of the child
- Children's services reports
- Any other involvement by professionals An Education Health Care plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer.

However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Education Health Care Plan. An Education Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Plan
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Inclusion Passport
- Implemented in the classroom

- Delivered by the class teacher with appropriate additional support where specified

Reviews

Reviews of Education Health Care Plans Education Health Care Plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each school year of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the Passport targets
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy and life skills
 - Consider the appropriateness of the existing Education Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year Year 5 reviews will indicate the provision required in Secondary school.

At Year 6 reviews the SENCO of the Secondary school will be invited to attend. The Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Education Health Care.

Evaluating success

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject coordinator
- Analysis of pupil tracking data and test results - for individual pupils - for cohorts
- Pupil progress on the SEND List
- Consideration of each pupil's success in meeting Passport targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Profile that parents can access.
- The School Improvement Plan/SEND Improvement Plan We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

More Able, Gifted and Talented

Children who have exceptional aptitude for learning or physical skills may also have needs which aren't fully covered by differentiation of the curriculum. If these aren't addressed at school, then the child is likely not to fulfil his or her potential. In some cases this may cause behavioural challenges.

While this policy is primarily intended to serve those who need support to get full access to the curriculum, the same practices will be applied to a gifted, talented and able child e.g.

- They will be catered for by the inclusion policy as well as all other pupils
- They will be noted on the More Able, Gifted and Talented Register.
- Parents, and if possible the child, will be consulted about their needs.
- Their needs will be assessed, if necessary involving outside agencies

Complaints procedures

- The school's complaints procedure is outlined in the school prospectus and on the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.