



Sutton in Craven C of E (VC) Primary School

Special Educational Needs & Disabilities (SEND) Policy

Date Adopted: November 2018
Next Review: October 2019
Reviewed annually by the Full Governing Body

This policy is in line with the Special Educational Needs Code of Practice 2014.

At Sutton in Craven CE School we aim to provide an inclusive, caring and supportive environment in which all pupils are valued equally and are given opportunities to develop to their potential. All children and young people are entitled to an education that enables them to make progress so that they achieve their best.

DEFINITION

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

A child or young person has SEND 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.

Special Education Provision means:

For children of two or over, educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

FUNDAMENTAL PRINCIPLES

- Children with SEN should have their needs met.
- The SEN of children will normally be met in mainstream schools or settings.
- The views of the child should be taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum.

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; work is differentiated appropriately and assessment is used to inform the next stage of learning.
- Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times though when, to maximise learning, children are asked 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 SEN 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 Mainstream Provisions, with health services and other local schools to ensure special educational provision.
5. We will have regard to the revised SEN 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.

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 and NYCC staff
- 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 mainstream provisions we will:

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

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

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

IDENTIFICATION

The SEND Code of Practice (2014) 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.

Placing children on the school's register of Special Education Needs

When a child is identified as having SEN the class teacher, with the support of the SENCO, will:

- Discuss the concerns with the child's parents / carers and seek their consent for SEN provision to be made.
- Ensure that parents are kept informed from the start of any SEN provision and notify any changes.
- Devise an Individual Education Plan specifying 2 or 3 key individual targets.
- Ensure that ongoing observation and assessment informs future planning and that achievements are shared with parents / carers.
- Involve parents / carers in a joint learning approach at home and in school using the home/school book where appropriate.
- Inform the SENCO / Headteacher of any immediate concerns regarding pupils which require the involvement of outside agencies.

Deciding to place a child on the SEN register

The triggers for early intervention could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

What is adequate progress for children with SEN?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

ROLES AND RESPONSIBILITIES

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

- Supporting class teachers in devising IEPs and passports at the SEN Support Stage
- Supporting teachers and TAs 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-ordinating 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 the class teacher and relevant agencies, writing IEPs or Inclusion Passports for children whose needs require school works with external agencies.
- Contributing to the in-service training of staff
- Liaising with the Educational Psychologist and the Enhanced Mainstream Provision Support, medical and social services and voluntary bodies
- Leading Annual Reviews
- Monitoring the 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 SEN Support 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 an Education Healthcare Plan.

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

- Assisting children with activities detailed on their 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 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.

Referral to outside agencies

If after suitable provision has been made and reviewed, adequate progress is not observed the class teacher and SENCO would consider a referral to outside agencies. It may be appropriate at this stage to seek advice and support from external agencies such as the Enhanced Mainstream School teams, Educational Psychologist, Paediatrician, etc. The role of these agencies is to help to assess difficulties and to advise on new targets and strategies for IEPs. Such agencies can become involved earlier if it is deemed appropriate. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

Request for Statutory assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, 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 inclusion 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

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

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. A request for a Statutory Assessment does not inevitably lead to an Education Health Care Plan.

Further information can be found on the LA website at <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>.

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

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 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 Plan.

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 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 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
- Focused monitoring by the SENCO, SIA, SEN 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

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.