



**Policy for Special Educational Needs and Disabilities (SEND)**

**Rationale:**

The school’s SEND Policy is based on the SEND Code of Practice 0 – 25 years 2014 which gives statutory guidance; relating to The Children and Families Act 2014, The Equalities Act 2010 and The SEN & Disability Regulations 2014.

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. (6.1 final draft CoP)

**Principles:**

A child is defined as having Special Educational Needs (SEN) 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 the Equalities Act 2010 also protects these pupils. 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.

<u>Abbreviations used in this policy:</u>		TA	Teaching Assistant	IPM	Individual Provision Map
CoP	Code of Practice (for SEND Pupils)	PSA	Parent Support Advisor	IEP	Individual Education Plan
SEND	Special Educational Needs and/or Disabilities	LAC	Looked After Children	CAN-DO	Common Assessment of Need Document
SENCo	Special Educational Needs Coordinator	EAL	English as an additional language	EHCP	Education, Health & Care Plan
HT	Head Teacher	CPD	Continuing Professional Development	NYPACT	North Yorkshire Parents Action for Children Trust
CT	Class Teacher	SDP	School Development Plan		

Role outlined in the policy; **Blue - Class Teacher** **Green – SENCO** **Purple – Headteacher** **Red - Governors**

**Policy Agreed by Governors on:** November 2015 (awaiting ratification) **Review date:** November 2016

<b>Philosophy</b> The school believes that:	<b>Principles / Aims</b> The school intends that:	<b>Procedures / Guidelines</b> The staff will achieve this by:	<b>Performance / Monitoring</b> This will be monitored using these indicators:
<ul style="list-style-type: none"> <li>All children are equally valued and respected and school has high expectations for all.</li> <li>All children are entitled to a broad and balanced curriculum, which is personalised and focused on outcomes.</li> <li>All children will be encouraged to give their views on what learning is like for them.</li> </ul>	<p>All staff will ensure a child is included by: promoting the child's presence, participation and achievement and removing barriers to learning.</p> <p>All children are included in the educational and social life of the school; supported alongside their peers and encouraged to join extra-curricular activities.</p> <p>Inclusion strategies extend beyond SEND and include all Vulnerable groups e.g. medical conditions, LAC, EAL.</p> <p>All children are supported alongside their peers whenever possible and/or appropriate.</p> <p>Positive attitudes towards learning and personal autonomy will be encouraged.</p> <p>Opportunity for children to make choices, be involved in their education and have their voice heard.</p> <p>A child's views, wishes and feelings will be listened to and respected. They will be encouraged to participate in decisions affecting their provision and support.</p>	<p>All staff will provide good quality first teaching and deliver lessons that are carefully differentiated. Support and adaptations will be available to all children where appropriate.</p> <p>Staff will be aware of a child's preferred learning style: visual, auditory or kinesthetic.</p> <p>Praise to celebrate achievement not just attainment.</p> <p>Involve parents.</p> <p>Ensure a child's self-esteem is preserved and enhanced.</p> <p>Only withdrawing a child for a specific intervention.</p> <p>Staff trained to ensure that all children, regardless of their communication difficulties, can make their views known so that their view can have an impact on provision where appropriate.</p> <p>Regular communication between staff.</p>	<p>Staff meetings to review pupils needs across the whole school: Overview of school provision map</p> <p>Child's work; moderation of children's work</p> <p>Pupil voice</p> <p>Review meetings; IEP review and Annual Reviews, including children</p> <p>Observations of Teaching and Learning; moderation of observations</p> <p>Long Term Plan of National Curriculum Provision at Kell Bank.</p> <p>Accessibility Plan</p>
<ul style="list-style-type: none"> <li>All teachers, are teachers of children with SEN and share the responsibility.</li> <li>Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.</li> <li>Staff will be given</li> </ul>	<p>TA's are part of the whole school approach to SEND; working in partnership with the CT &amp; SENCo, to deliver pupil progress and narrow gaps in performance.</p> <p>Less than expected progress, is progress that is:</p> <ul style="list-style-type: none"> <li>significantly slower than that of their peers starting from the same baseline.</li> </ul> <p>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</p>	<p><b>Role of the Class teacher:</b></p> <p>To assess all pupils regularly, with targets for pupils to work to over time and liaise with HT/SENCO when a child is not meeting those targets.</p> <p>All staff to contribute to the schools provision map.</p> <p>If a child is not making progress, despite differentiated learning opportunities then the CT will:</p> <p>Gather information about the child's starting point, the barriers to</p>	<p>SEND file / intervention map</p> <p>Individual provision map</p> <p>Individual Education Plan</p> <p>Evaluation of interventions</p> <p>Parent and child views</p> <p>Differentiated planning</p> <p>Assemblies to celebrate success</p>

<p>appropriate training to allow them to meet a wide range of needs.</p> <ul style="list-style-type: none"> <li>• Good access arrangements are made so that all children can demonstrate their full potential in statutory assessments including; Early Years Foundation Stage Early Learning Goals, Phonics Screening, End of Key Stage Assessments.</li> </ul>	<p>The CT will:</p> <p><b>Focus on outcomes for the child:</b> Be clear about the outcome wanted from any SEN support.</p> <p><b>Be responsible for meeting SEN and accountable for the progress and development of the child:</b> Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.</p> <p><b>Have high aspirations for every pupils:</b> Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.</p> <p><b>Involve parents and pupils in planning and reviewing progress:</b> Seek their views and provide regular updates on progress.</p> <p>Training will be offered as CPD; as a result of performance management or an area reflected in the SDP.</p> <p>Liaise with SENCO regarding access arrangements for statutory assessments.</p>	<p>learning and the area of need. Evidence from the TA, other members of staff and talk to the child.</p> <p>Meet with parents.</p> <p>Plan a time limited intervention or different strategy.</p> <p>Review with parents.</p> <p>Discuss with SENCO/HT and consider putting the child on the SEND file.</p> <p>Inform parents that their child needs <b>SEN support</b>.</p> <p>Record the provision on an Individual Provision Map (IPM) or an Individual Education Plan (IEP).</p> <p>The SEN provision will be reviewed with the parents every term and for some children more frequently.</p> <p>SENCO /HT will offer advice on differentiation, strategies and appropriate interventions.</p> <p>Ensure, with the support of the SENCO, that appropriate access arrangements are made for statutory assessments.</p>	<p>List of Training for CT's and TA's</p> <p>TA timetables</p>
<ul style="list-style-type: none"> <li>• Early and accurate identification is essential</li> <li>• There will be a flexible continuum of provision for pupils with SEND.</li> <li>• SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.</li> </ul>	<p>Termly teacher assessments that are accurate, consistent and moderated across the school and cluster.</p> <p>Tracking that identifies under achieving and under attaining children.</p> <p>The primary SEN of the child identified.</p> <p>A graduated response that centres round the child and engages with parents, should be used: Assess – Plan – Do – Review.</p> <p>Additional interventions will be implemented as necessary and be monitored and evaluated.</p> <p>Additional help may be sought from outside agencies.</p> <p>Transition arrangements will be</p>	<p>Some children need 'additional or different' support from their peers; this is recognized as <b>SEN Support</b>. It is crucial that the primary SEN is identified, under four broad areas of need: <b>Communication &amp; Interaction; Cognition &amp; Learning; Social, Emotional &amp; Mental Health; Sensory &amp; or Physical</b>.</p> <p>The LA have developed a Comprehensive Assessment of Need tool (<b>CAN-DO</b>) which looks at areas of strength of the child to build on and areas of need that require intervention.</p>	<p>Discussions with child and parents</p> <p>Review level of participation by vulnerable groups.</p> <p>Target use of Outside agencies</p> <p>Reports from outside agencies</p> <p>Data on attendance</p> <p>Inclusion passport</p> <p>CAN-DO form</p> <p>Statements of SEN</p>

personalised to support additional need. Good access arrangements are made so that all pupils can demonstrate their full potential in tests.

**Role of the SENCO is a strategic one working with the senior leadership to review and refresh the SEN policy and then with the classroom/subject teacher to review its practice ensure every child with SEN gets the personalised support that they need.**

**The role involves:**

- **overseeing day-to-day operation of school's SEN policy;**
- **coordinating provision for children with SEN;**
- **liaising with designated teacher where a Looked after Child has SEN;**
- **advising on graduated approach to SEN Support including differentiation;**
- **advising on use of delegated budget/ other resources;**
- **liaising with parents of children with SEN;**
- **links with other education settings and outside agencies;**
- **ensuring all staff have appropriate access to up to date information about pupils with additional needs (both SEND pupils and vulnerable);**
- **liaising with potential next providers of education;**
- **working with head and governors on Equality Act; and**
- **ensuring that SEN records are up to date.**

**Role of the Headteacher:  
Should take overall responsibility for the provision and progress of learners with SEND and implement the SEND policy in line with the new Code of**

School has a range of interventions to support the needs of most children. An intervention would be recorded on an IPM or ILPP. Some children may have an Inclusion Passport, which is a summary of the type of support given; a child's strengths and needs; strategies that help or do not help. The Inclusion passport will follow a child as they move to a new school and aid transition. Sometimes it is helpful for school to request additional specialist advice and support from an outside agency. The following professionals are available: Educational Psychologist (EP), Enhanced Mainstream School (EMS) for Specific learning difficulties (SpLD), EMS for Communication & Interaction (C&I), EMS for Social & Emotional difficulties, Speech & Language therapist (SALT), Occupational Therapist (OT), Physiotherapist, Autistic Spectrum Condition Outreach Support Services (ASCROSS), Sensory, Physical & Medical team, Educational Social Worker (ESW), Parent Support Advisor (PSA)

Parents will always be consulted and involved in the provision, which will provide the best outcomes for their child.

The LA has gathered together a '**Local Offer**' which gives parents access to information on education, health, care, local groups and charities that support children & families that have a child with SEND.

For a very small number of children

EHCP

SEN budget – Element 2, notional SEN funding and Element 3 'top up' funding for a child with a Statement or EHCP.

SENCO reporting to Governors

HT report to Governors

LA analysis of information about the school

Feedback from OFSTED

Feedback from the Local Authority – Education Development Advisor

Moderation links within the Swaledale Alliance of Schools

	<p><b>Practice 0-25 for use from September 2014</b></p> <ul style="list-style-type: none"> <li>• <b>Ensure that the SENCO is able to influence strategic decisions about SEN.</b></li> <li>• <b>Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).</b></li> <li>• <b>Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).</b></li> <li>• <b>Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on the SEN register and any newly identified pupils with SEN.</b></li> </ul>	<p>who have severe or complex needs a request for an Education, Health &amp; Care Plan (<b>EHCP</b>) may be made if parents and professionals supporting a child feel that the child's needs cannot be met with the resources normally available to a mainstream school. The CAN-DO form should be used as part of this process. An EHC assessment does not always lead to an EHCP. This is a Statutory process with timescales to adhere to. For children who have a Statement of SEN; there has to be an <b>Annual Review</b>. There is a transition period where Statements will be converted to EHCP.</p>	
<ul style="list-style-type: none"> <li>• Parents will be fully involved as partners in their child's education.</li> </ul>	<p>Regular communication between Parents, CT and TA.  Parents are given information about their child's provision and progress.  Parents given clear routes to access support.  Encourage active interest of the parents; their views and participation in decision making for their child.</p>	<p>'Open door' policy where parents can speak to staff before or after school.  Can ask to see SENCO or HT.  Review meetings every term with CT.  Parent can arrange to meet a professional who is working with their child.  Parents are asked to contribute to Annual Reviews for a child with a Statement or EHCP.  Access to the PSA, when there are issues relating to home and family circumstances.  Access to the Parent Partnership Co-ordinator, who can give impartial advice.  Access to NYPACT – NY parent support group.  <a href="http://www.nypact.co.uk">http://www.nypact.co.uk</a></p>	<p>Parent feedback at reviews  Governors talking to parents  Parents questionnaires</p>

<ul style="list-style-type: none"> <li>Governors should have access to information, which will allow them to monitor and evaluate the effectiveness of the SEND policy.</li> </ul>	<p><b>Role of the Governors:</b></p> <ul style="list-style-type: none"> <li>Must have regard to the SEND Code of Practice 0 – 25 and should oversee the implementation of the reform and provide strategic support to the head teacher</li> <li>Must publish information on the school's website about the implementation of the <b>SEND Policy</b>. Also publish the schools' <b>SEN Information report</b> and link it to NY 'Local Offer'.</li> <li>Must ensure that there is a qualified teacher designated as SENCO.</li> <li>Must ensure that arrangements are in place in school to support pupils at school with medical conditions.</li> <li>Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.</li> </ul>	<p>Appoint an SEN governor who is a champion for pupils with SEND. Monitor data with respect to vulnerable groups. Challenge the leadership through informed questioning. Undertake a Learning walk in school with a focus on SEND. Meeting with parents and pupils. Ensure there is appropriate continuing professional development taking place for all staff with regard to SEND. Holding the school to account for its use of SEN funding.</p>	<p>Access to information to enable monitoring, while protecting individual children with SEND privacy.</p> <p>School provision map</p> <p>SEND file / intervention map</p> <p>The North Yorkshire County Council – Inclusion Quality Mark – Level 3</p> <p>Dyslexia Quality Mark</p>
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