

Burton Leonard Church of England (VC) Primary School



Policy for Special Educational Needs and Disabilities (SEND)

This policy is in line with the Code of Practice January 2015

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

Aims

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident, independent individuals living fulfilling lives, and make a successful transition into adulthood, whether further or higher education or training and progressing into employment (6.1 CoP)

We will have a co-ordinated approach and a clear focus on the participation of children and young people and parents in decision-making at individual and strategic levels, working with outside agencies.

We will focus on high aspirations and on improving outcomes for children and young people.

We are a 'dyslexia friendly' school and will provide high quality teaching and learning opportunities for all our children.

Objectives of the policy

- to use our best endeavours to make sure that a child with SEN gets the support they need to reach their full potential – this means doing everything we can to meet their individual needs
- to ensure that children and young people with SEN are fully integrated into all school activities alongside pupils who do not have SEN
- to designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- to inform parents when we are making special educational provision for a child
- to prepare an SEN information report and arrangements for the admission of disabled children and to show the steps being taken to prevent disabled children from being treated less favourably than others

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
- Our children embrace all children with additional needs
- 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 and intervention 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 the best 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 do have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

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

Categories of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory, physical and medical

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)

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.

We will use our 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. The person responsible for overseeing the provision for children with SEN is Amanda Townson (Head teacher). The person co-ordinating the day to day provision of education for pupils with SEN is Amanda Townson (SENCO). The named Governor with responsibility for SEN is Mrs Karen Fallis.

Responsibility for co-ordination of Inclusion and SEN provision is as follows:

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Burton Leonard Church of England (VC) Primary School SEN Policy;
- A copy of the full Additional Needs Register.
- Our Vulnerability Checklist
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil files,

- targets set and copies of their provision maps and Inclusion Passports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through North Yorkshire SEND Local Offer
- SEN Information on our website
- This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.
- We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching, which is constantly reviewed, for all
- Operate through the graduated approach – Assess, Plan, Do Review
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure the best progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo and Subject Leaders offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available
- 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 (for example, extra time, readers and scribes) 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 for impact
- Additional help will be sought appropriately from outside agencies when required
- Some pupils will have individualised provision maps, behaviour plans, risk assessments, Education and Health Care Plans, CAN-DO forms or health care plans, some pupils may be allocated a key worker
- We plan to meet individual needs through the graduated approach – Assess, Plan, Do, Review and have a working format in school

- 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 need
- 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, the Code of Practice January 2015

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system. We monitor and evaluate achievement, teaching, behaviour, leadership and management and the impact on provision and achievement for pupils with SEN. 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
- 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) and Dyslexia Quality Mark (DQM)
- Engaging with quality marks as developed
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through transition times
- Attendance and exclusions analysis
- Feedback from outside agencies and Ofsted
- Local authority analysis of information and data about the school
- Raise on line and benchmarking data

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 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

Adopted: December 2014

Input from Governors 12.11.14

Input from parents 4.12.14

Review and adopted: September 2015

Reviewed November 2016 and adopted

Next review September 2017

Reviewed and adopted November 2017 and new named Governor for SEN is Karen Fallis

Reviewed and readopted September 2018

Amanda Tounson

