

Foston CE VC and Terrington CE VA Primary School Federation in Collaboration with Stillington Primary School

Policy for special educational needs and disabilities (SEND)

Love, Learn and Grow Together

At Stillington Community Primary School our commitment is to promoting inclusivity, affirming diversity, embracing community and inspiring creativity - rooted in our core values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

These shared values are fostered in the pupils and staff - building an ethos where all can flourish.

Agreed by governorsNov 2020

Review date.....Nov 2021

This policy is in line with the Code of Practice which will be ratified by parliament for use from January 2015 Abbreviations used:

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

School's aims and values

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: 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 Objectives of the policy (SEND Code of Practice, 2015).

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child; • to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

In our schools, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations; • require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- ensuring that interventions are flexible and quickly supportive of need.

Philosophy

The school community believes that:

- All pupils are equally valued and the schools have high aspirations for all.
- All pupils are the shared responsibility of all staff.

- 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 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 good 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 give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Principles

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. (SEND Code of Practice, 2015).

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.

Early identification is vital. In many cases, children join us with their needs already assessed. All children are assessed when they enter our schools, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have barriers to their learning, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

Procedures

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;

- 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.

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. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Class teachers will record, in an Individual Provision Map (IPM), the strategies used to support the child. The IPM will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IPM review identifies that support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IPM. The new strategies in the IPM will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

In our schools, the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in our school is the headteacher. The headteacher ensures that all those who teach a pupil with a Education, Health and Care plan (EHC Plan) are aware of the nature of the pupils needs.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

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 for all.
- Regular communication takes place between class teachers, TAs, SENCo, parents and pupils to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs.
- The SENCo offers 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 students have individualised targets.
- 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 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 SEN Information Report. 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.
- Additional help will be sought appropriately from EPs, EMS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans.
- 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 schools will follow the latest statutory guidance, currently the CoP 2015

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.
- 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.
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENCo, LA adviser, 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 schools.

The governing body evaluate the work of the schools 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 both schools with a focus on SEND.
- Meeting with parents and pupils.
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.
- Holding the schools to account for its use of SEN funding.