



## Hackforth and Hornby C of E Primary School

### Policy for special educational needs and disabilities (SEND)

Reviewed 23.11.2016

Next review date September 2017

#### 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.

**Abbreviations used**

|               |  |
|---------------|--|
| <b>ASCOSS</b> | <b>Autism Outreach Support Service</b>               |
| <b>CoP</b>    | <b>Code of Practice</b>                              |
| <b>EP</b>     | <b>Educational Psychologist</b>                      |
| <b>EMS</b>    | <b>Enhanced Mainstream School</b>                    |
| <b>ESWS</b>   | <b>Educational Social Work Service</b>               |
| <b>SEND</b>   | <b>Special Educational Needs and/or Disabilities</b> |
| <b>SENDCo</b> | <b>Special Educational Needs Coordinator</b>         |
| <b>TA</b>     | <b>Teaching Assistant</b>                            |

### School's aims and values statement

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)

#### **Objectives of the policy**

Hackforth and Hornby C of E Primary School endeavours to ensure that teaching and learning, achievements, attitudes, well-being and the happiness of every individual matters (ECM Framework). Taking these principals into account we believe that we have a responsibility to recognise pupil's personal identities and individual needs (including those of vulnerable learners). We are aware of the need to provide the support children need in order to achieve these desired outcomes. At our school we provide a broad and balanced curriculum for all children. Our planning aims to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. However some children may have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

We focus on individual progress as the main indicator of success. We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

#### **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
- 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 be encouraged to 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

### Procedures

**The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:**

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners - specifically, all teachers are teachers of special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

#### **The role of the Head teacher**

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners pupil progress meetings with individual teachers
- regular meetings with the SENDCo
- discussions with pupils and parents

#### **The role of the class teacher**

**The class teacher is expected to liaise with the SENDCo to agree :**

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map - but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements).

The class teacher is responsible for securing good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge

- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in their area.
- ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **The role of the SENDCO**

**The SENDCO will oversee the day- to-day operation of this policy in the following ways:**

- maintenance and analysis of whole-school provision map for vulnerable learners
- maintenance of a list of pupils with special educational needs
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need
- carrying out referral procedures to the Local Authority to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a pupil may have a special educational need
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur)
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress
- attending area SENDCO network meetings and training as appropriate
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners, including educational psychologist(s), Speech and language therapists, Occupational therapists, EAL teaching service.

### **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.

The governing body has identified **Laura Moss** as the governor who has specific oversight of the school's provision for pupils with special educational needs. The Inclusion 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, SENDCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCo. 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
- 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 are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local 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

- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS 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 SENDCo 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, currently the CoP 2014

### Monitoring and evaluating performance

**Monitoring and evaluating the progress of pupils with SEND 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
- Annual financial returns
- Completion of statutory functions by the SENDCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENDCo, LA adviser, SEND 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

**The governing body evaluate the work of the school by:**

- Appointing an SEND 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 parents and 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

### Confidentiality and Safeguarding

To protect confidentiality class teachers should not give information over the telephone or in writing unless authorised by the Head Teacher, Deputy Head Teacher or SENDCO.

The objective of partnership with these agencies is to provide integrated, high quality, holistic support that is focused on the needs of the child. To ensure a well co-ordinated approach, arrangements with external agencies should be through the SENDCO.

When a SEN pupil transfers to another school all SEN information will be transferred within 15 school days.

### Admission arrangements for pupils with SEN or disabilities

The school's admissions arrangements are determined by the Governing Body, having regard to parental preference. No pupil will be refused admission to the school on the basis of his or her

special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

### **Transition of Pupils**

Meetings are arranged between staff before and during the summer term to discuss the transfer of children from one class to another within the school. Details of provision and targets are transferred to the new teacher, along with any relevant materials. For children transferring between Key Stage Two and Key Stage Three, a meeting is arranged with the appropriate Head of Year 7 and SENDCO of the school they are transferring to, to pass information.

In the event of a supported transfer, either at this point or at any other point in the year, staff will attend the appropriate meeting to support that child's transfer to a new school, with the child, parents, staff from the new school, and any other involved parties. Children who are funded have a transition review, to which all involved parties are invited (parents, Local Authority officers, Health staff, Educational Psychologists, High school SENDCO etc). If a transfer plan is required, one is recommended and will be in place prior to the child's arrival in their High school.

### **Exam Arrangements**

A pupil who has special educational needs/disabilities may need special support arrangements in order to take tests and examinations. There is a range of possible support. Pupils who receive SEND Support or who have a Statement of Special Educational Needs or EHCP may be eligible to have special support for tests and examinations.

Occasionally and in exceptional circumstances, a child may not be entered for a Standard Assessment Test (SAT) or other examination. This is called disapplication. When a pupil is disapplied for SATs they are not entered for any part of the SATs. Schools may decide to disapply a pupil from the SATS tests. You should ensure that this is in the best interests of your child. School is responsible for requesting special arrangements through the National Curriculum Assessment Tools.

There is a range of possible special support. This may include:

#### **Access to questions**

- additional time
- supervised breaks
- modification of questions (such as enlarged print, braille, etc.)
- reading of the questions (by a person or computer software)
- sign language
- amplifying of sound in aural tests

- coloured overlays and papers
- a prompter (a person who helps the pupil stay on task)

### Answering questions

- use of a typewriter or word processor
- Braille
- a transcript (copy). If the pupil's writing or word-processing is likely to be difficult for the examiner to read a member of staff can produce a transcript (copy) for the examiner to use.
- an amanuensis (scribe). This is someone who writes down, types or word processes a pupil's dictated answers to the questions
- a practical assistant or helper to help the pupil in practical tests and make sure that the pupil is safe

Formulated.....

Approved by governors.....

Review date.....

\*The SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.

