

*Personal success for every pupil in a happy, stimulating and caring Christian environment.  
Loving, Living, Learning*

## **Hackforth & Hornby C of E Primary School Special Educational Needs & Disability (SEND) Policy & Information Report 2019**

### **School Ethos Statement**

*Personal success for every pupil in a happy, stimulating and caring Christian environment: Living. Loving. Learning.*

*The school aims to provide a caring supportive environment in which all pupils are valued equally and are given opportunities across a broad, balanced curriculum to develop their full potential.*

### **Objectives:**

Governors and all members of staff are committed to the education and welfare of all pupils, including those identified on the SEND Register (as recorded on Scholar Pack), at Hackforth & Hornby CofE Primary School.

This is exemplified in the school's *Golden Rule: Treat others as you expect to be treated*. Staff expect and encourage all pupils to offer peer support, ensuring that identified pupils are not discriminated against.

### **Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Details of The North Yorkshire Local Offer (SEND) can be found at:

- <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

### **Definitions:**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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. Evidence suggests that approximately 75% of disabled children also have a special educational need; these pupils are protected by the Equalities Act of 2010.

### **Stakeholders' Responsibilities:**

The Headteacher has overall responsibility for the provision, progress and achievement of identified SEND pupils. Responsibility for the coordination of Inclusion and SEND provision is detailed below:

**Lead (Teaching) SENDCO.** The Headteacher is the Lead SENDCO. The SENDCO determines the strategic development of the SEND Policy in the school. The experienced Lead SENDCO holds postgraduate qualifications (masters level), in SEND education.

**Assistant (Teaching) SENCO.** The KS2 Lead Teacher is the Assistant SENDCO. The experienced Assistant SENDCO holds undergraduate qualifications in SEND and is usually the initial point of contact for external agencies.

School ensures that both SENDCOs update their training, as appropriate.

**The Teaching SENDCOs work together to:**

- Have day to day responsibility for the operation of the SEND Policy and the coordination of specific provision for identified pupils, including those with EHCPs.
- Provide professional guidance to colleagues, work with all staff, parents and other agencies to ensure that identified SEND pupils receive appropriate support and high quality teaching.
- Liaise with potential next providers of education to ensure pupils and parents are informed about options and a smooth transition is planned.
- Liaise with the School Office Manager to ensure that the records of all SEND pupils are up to date, including electronic records (Scholar Pack).

**Class teachers are responsible for:**

- Securing a caring learning environment, by delivering quality first teaching, providing high quality learning opportunities through differentiated planning and support, to ensure the progress and development of every pupil in their class. All classroom staff are asked to use positive and supportive language, using praise and rewards, including stickers, to celebrate achievements.
- Raising and discussing concerns immediately with the SENDCOs.
- Working closely with any teaching assistants (TAs) or specialist staff to plan and assess the impact of differentiated support and interventions and how they can be linked to classroom teaching.
- Allowing independent learning and setting aspirational targets for all pupils, including identified SEND pupils.
- Working with the SENDCO to review each identified pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the school's SEND policy.

**SEND Governor.** The SEN Governor works with the Lead SENDCO to review the strategic development of the SEND policy and provision in school; keeps up to date with current practice and developments; liaises with the SENDCOs; raises awareness by informing governors of any relevant issues, as appropriate. The SEND Governor may attend meetings with parents, as appropriate. The Chair of Governors may also attend meetings with parents.

**Parents.** School secures early discussion with the pupil and their parents when identifying whether they need special educational provision. Discussions will identify strengths as well as needs. Parents of pupils with EHCPs are asked to keep the Headteacher as Lead SENDCO, informed of any concerns or changes. All parents are asked to inform the Headteacher, as Lead SENDCO, of any medical concerns, paediatrician referrals or potential school moves at the earliest possible opportunity, so school can support these processes.

**Budget:** The Headteacher, Assistant SENDCO and SEND Governor are all responsible for the distribution of the SEND Budget, regularly evaluating its impact on learning and its overall effectiveness, reporting regularly to the Governors' Improvement and Premises Committees and, when required the full Governing Body.

## SEN Information Report

### Identification of Need.

We follow a graduated response to identify and support pupils with special educational needs. This is detailed in the Flow Chart at Appendix A.

### Identified SEND Provision

Our school currently works with outside agencies to support pupils with a range of identified needs, including the four broad areas, detailed below:

- Communication and Interaction, including autistic spectrum disorder.
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

### Identifying pupils with SEN, assessing and meeting their needs

Pupils' current skills and levels of attainment are assessed on entry; this will build on previous settings and key stages, as appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- 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

*This may include progress in areas other than attainment, for example, social needs.*

Slow progress and low attainment will first be addressed through Quality First Teaching, it will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, staff start with the desired outcomes, including the expected progress and attainment, reporting to and discussing progress and provision with parents. This is used to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

School may make the following adaptations to meet pupils' needs:

- Differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing. Following an appropriate risk assessment, EHCPs may detail the staffing required to secure identified pupils participation in trips and workshops (external providers).
- Using recommended aids, including coloured overlays, coloured paper, visual timetables, larger font, posture aids.
- Differentiating teaching, through for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

School staff will attend identified CPD (this may be delivered by the school SENDCOs) or work with agencies to deliver interventions.

### Assessing and reviewing pupils' progress towards outcomes

School follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher works with the assistant SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The pupil's development in comparison to peers and national data

- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, as appropriate

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness of differentiated support and interventions and their impact on the pupil's progress will be discussed with parents/carers.

### **Supporting pupils moving between phases or to a new setting**

School will share information with the school or other setting the pupil is moving to. The Lead SENDCO will agree with parents/carers and pupils which information will be shared as part of this. As detailed in the SEND Policy, school requests that parents/carers work with school in partnership throughout the process.

Whenever possible, school works with the new setting to identify induction days for the pupil.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards goals. These, usually curriculum, reviews involve the SENDCOs, the classteacher, identified GTAs and, as appropriate, parents/carers
- Listening to the pupil's voice
- Monitoring by the Assistant SENDCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **Complaints about SEN provision**

Complaints about SEN provision in school should be made, in the first instance, to the classteacher or Headteacher. Parents/Carers may then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that school has discriminated against pupils.

Parents/carers can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

The Local Authority offers a range of specialist support and outreach services, including educational psychologists, to support schools in delivering appropriate support and interventions. Other specialists such as speech and language therapists also support schools in this. If the school feels that the involvement of another agency will help to meet a pupil's needs, parents/carers will be informed and asked to provide consent.

### **Links with other policies and documents**

This policy links to the following policies:

- Accessibility plan
- Behaviour
- Equality information and objectives

## Monitoring Arrangements

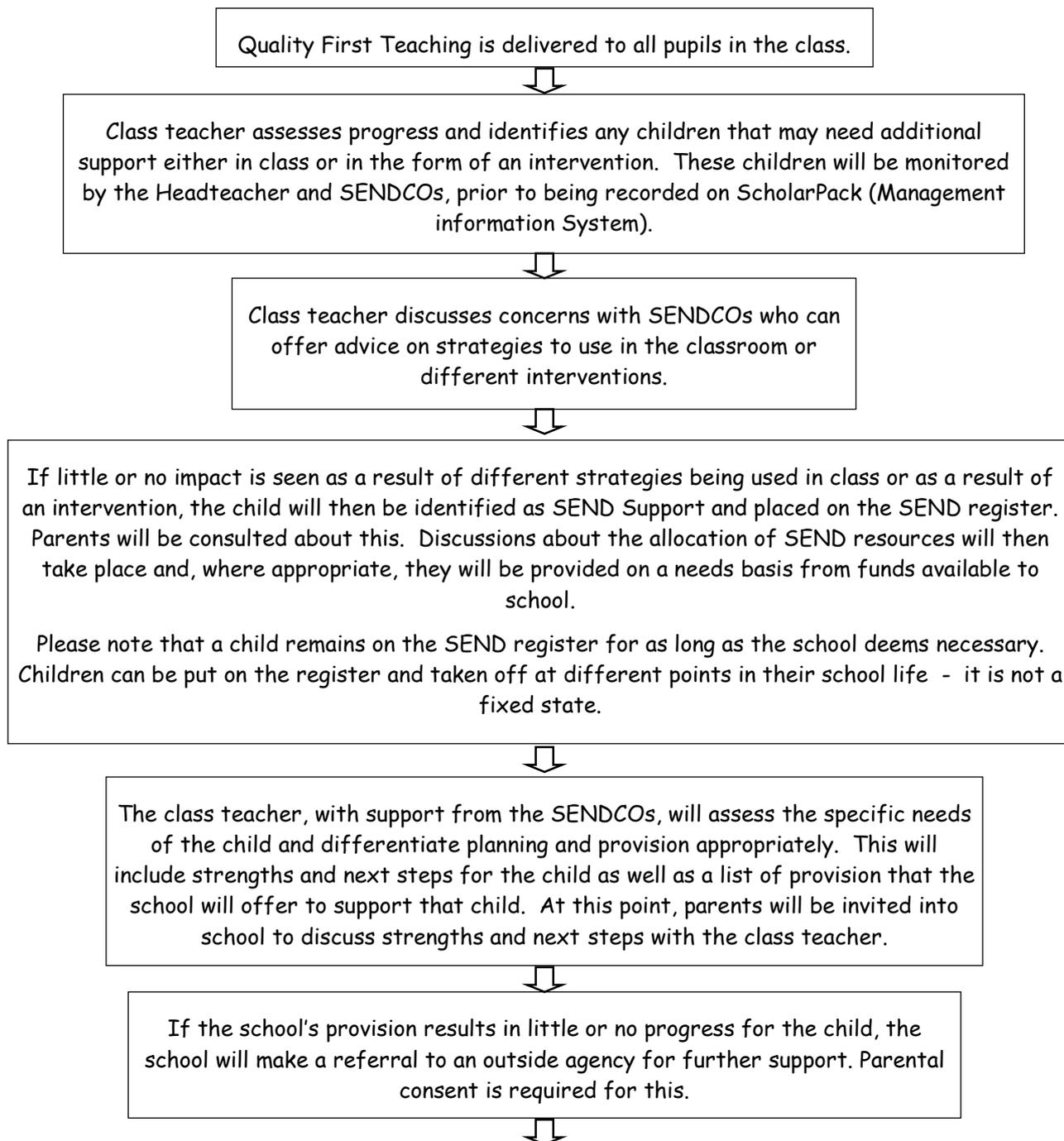
This policy and information report will be reviewed by the Lead SENDCO **annually**. It will also be updated if any changes to the information are made during the year.

The policy and information report will be presented for approval by the governing board.

Autumn Term 2019

## Appendix A

### Identification Process



Outside agencies will come into school to make an assessment and advise class teachers accordingly. Parents will be invited into school at this point to meet with the people who may be working with their child. The agency will create a personalised plan for the child with SMART (EHCP) and their programme of support will be delivered and reviewed.



Once the external agency has delivered their programme of support, they may revisit the child at a later date or leave their file open in case the school needs to contact them again. At this point, it may also be recommended and desirable to apply for an Education, Health and Care Plan (EHCP). If successful, this could result in 'top up' funding being allocated to the child to be used in a way that will have a positive impact on their learning.