

## **Darley Primary School**

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

**January 2016**

**Review date: January 2017**

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

#### Abbreviations used

ASCROSS	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

## **Objectives of the policy**

- to use our best endeavours to make sure that a child with SEND 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 SEND are fully integrated into all school activities alongside pupils who do not have SEND
- to designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO.
- to inform parents when we are making special educational provision for a child
- to prepare an SEND information report and arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and our accessibility plan showing how we plan to improve access progressively over time

## **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

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 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 Nick Coates (Head teacher). The person co-ordinating the day to day provision of education for pupils with SEN is Alison Evans (SENCO). The named Governor with responsibility for SEN is Lynne Bennion.

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

### **The Headteacher**

- Will take overall responsibility for implementing the SEND reforms.
- Will ensure that the SENCO is able to influence strategic decisions about SEN.
- Will ensure the wider school community understanding the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Will put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).

### **The Governing Body:**

- Must have regard to the SEND Code of Practice and will oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.

•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.

### **The SENCo:**

The SENCO role 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 ensuring every child with SEND 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;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with head and governors on Equality Act; and
- ensuring that SEN records are up to date.

### **Class teachers are responsible for:**

- Including pupils with SEND in the classroom, and for providing a appropriately differentiated curriculum
- Liaising with SENCo for advice on assessment and strategies to support inclusion
- Making themselves aware of the SEND policy and procedure for identification, monitoring and supporting pupils with SEND
- Drawing up IPMs for some children, ensuring children and parents are involved in the process
- Tracking all children's progress on a class provision map
- Giving feedback to parents of pupils with SEND
- Attend meeting with outside agencies when necessary

### **Teaching Assistants are responsible for:**

- Being fully aware of school's SEND policy and the procedures for identifying, assessing and making provisions for pupils with SEND
- Giving feedback to class teachers about pupils' responses to tasks and strategies
- Supporting individual children or groups within the class as required
- Liaising with the SENCo to report progress made by pupils taking part in interventions.

### **All staff can access:**

- The Darley 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
- SEND 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 SEND 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
- 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' SEND 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
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- 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

- 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 CoP 2015

## **Monitoring and evaluating performance**

### **‘All teachers are teachers of children with SEND’ (CoP 5.2)**

Monitoring and evaluating the progress of pupils with SEND 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 SEND. 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.
- 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: June 2015

Next review: June 2016

\*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 SENCO (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.