

Aiskew, Leeming Bar Church of England Primary School

Policy for special educational needs and disabilities (SEND)

Agreed by governors.....

Review date June 2016

This policy is in line with the final draft Code of Practice which will be ratified by parliament for use from September 2014

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

School's 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 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)

Therefore Aiskew Leeming Bar Church of England Primary School aims to provide a caring and supportive environment in which all pupils are valued equally and given every opportunity to develop their full potential and parents will be fully involved as partners in their child's education.

Objectives of the Policy

To achieve our aim we will:

1. Identify children's needs early
 - The SENCO ensures that all staff are fully informed as to the special educational needs of any pupil in their charge
 - Staff will be trained to identify and meet the needs of the pupils in their care as early identification is essential
 - On entry into school all children are assessed using the baseline system
 - Parents of children transferring into school are requested to present their children's transfer documents prior to entry or on entry to enable staff to prepare work according to the child's ability
2. Use effective assessment and monitoring
 - Intervene early to promote progress
 - Staff will use on-going and formal assessments to identify gaps in learning
 - Use information from parents, other settings and previous nursery or school
 - Set challenging but achievable targets
 - Make effective use of outside agencies
 - Liaise effectively with parents and carers
3. Encourage children to make effective independent decisions
 - Provide opportunities for children to extend and use their skills in deciding what to do and how to do it
 - Pupils will be encouraged to give their views on what learning is like for them
 - To be included in school elections
 - To work collaboratively with children across the school
 - Family service during dinner time
 - To take part in residential visits
4. Provide access to a broad balanced and relevant curriculum
 - Provide high quality learning opportunities and materials
 - Set suitable learning challenges
 - Plan differentially and set targets for individuals and groups (Provision Map/Individual Behaviour Plan)

- Provide support in an effective manner (Teaching staff, Teaching Assistants or outside agencies)
- Involve parents by providing formal and informal information

5. Provide effective planned interventions focussed on outcomes
 - Ensure effective communication between staff and parents
 - Agree outcomes with parents and child
 - Set specific targets which driven by the outcomes
 - Consistency of approach to the child
 - Evaluate and revise interventions regularly
 - 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

6. Provide a secure and caring environment
 - Use positive and supportive language to enhance self-esteem
 - Use praise to celebrate achievement
 - Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
 - Provide opportunities for parents and children to celebrate achievement together (Home - School book)

7. Be inclusive
 - All pupils are equally valued and the school has high aspirations for all
 - All pupils are the shared responsibility of all staff
 - Ensure that alternative ways of presenting information to pupils are available
 - Ensure that pupils with SEND are welcomed into our school
 - Ensure that physical modifications to school are made as appropriate, as resources allow
 - Offer equality of opportunity and access to the different areas of the curriculum
 - Endeavour to secure the special educational provision called for by the child's or young person's needs.

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)

Procedures

Roles and Responsibilities

The school’s Governing Body:

- In co-operation with the head teacher determine the school’s general policy and approach to provision for children with SEND
- Establish appropriate staffing and funding arrangements
- Maintain a general oversight of the school’s work
- Appoint a SEND governor to take a particular interest in the school’s SEND work
- The SEND governor will work closely with the SENCo
- They must report annually on the school’s policy on SEND

The Head Teacher:

- The Head Teacher has the overall responsibility for the provision and progress of learners with SEND
- Keeps the governing body closely informed
- Works closely with the school’s SEND co-ordinator

The SENCo

- Has responsibility for the day to day operation of the SEND Policy
- Co-ordinates provision for pupils with SEND
- Co-ordinates the production of whole school provision maps
- Completes and submits Can Dos when requesting a Health Care Plan
- Completes inclusion passports for pupils with SEND
- Organises annual reviews for pupils with a Health Care Plan
- Completes referral documents with staff when requesting additional support
- Liaise with LEA officers, parent and pupil support service officials
- Organise and lead half termly meetings of all staff involved with SEND pupils to discuss progress and provision
- Monitors and evaluates intervention strategies and progress
- Reports to the SEND governor and the Head Teacher
- Is involved with the strategic development of the school’s SEND policy
- Provides support to the staff in school
- Liaises with other educational establishments when pupils are transferring schools

The Class Teacher

- Liaises with parents, outside agencies and teaching assistants
- Organises the timetable for intervention with Teaching assistants

- Hold review meetings once a term with the child, parents, and other staff who are involved with the child e.g. speech therapists, staff from the Enhanced Mainstream Schools (EMS) units
- Provide a report for review meetings
- Produce a new provision plan/IBP after each review meeting and share this with the SENCo and teaching assistants
- Completes referral documents with the SENCo when requesting additional support
- Work with the SENCo to provide evidence when completing a 'CAN DO'
- Provide a report and attend annual reviews for pupils, in their care, with a Health Care Plan
- Discuss progress with the SENCo and Head Teacher

Teaching Assistants

The teaching assistant's role will vary according to the child's/ren's individual needs and the intervention taking place, however they will

- Work closely with the classroom teacher and, when appropriate, the SENCo.
- Carry out the agreed intervention or targets agreed on a provision plan/IEP
- Be involved in the review of the child's Health Care Plan. They may also be involved in review meetings for other pupils
- Will acquire the views of a child before and after an intervention

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/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff identify pupils who require additional or different provision and discuss staff with the SENCo and Head Teacher
- All staff provide reports regarding the intervention work they have been involved in and attend half termly staff meetings to discuss progress and provision for SEND pupils in school
- The SENCo or senior leaders offer advice on differentiation to all staff
- All staff have appropriate access to up to date information about pupils with additional needs
- 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
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- Access to the LEA's authority's local offer and the school's SEN Information Report is published on the school website.

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, 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, currently the CoP 2014

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
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for 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 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 school

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 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 SEN funding

Complaints Procedure

As the school works closely with parents, consulting them at every stage of referral, it is hoped that complaints about SEN provision within school would be rare. However, should there be a complaint, the following procedure would be adopted:

Parents are encouraged initially to discuss the problem with the class teacher, together with the SENCO if appropriate. If the problem is not resolved at the first stage, the parent would make an appointment to discuss the problem with the head teacher. The class teacher and the SEN co-ordinator may or may not be present.

Should the problem still remain unresolved, the parents have the right to discuss the matter with a representative of the LEA, with or without members of the school staff being present. However it must be stressed that every effort will be made to resolve the situation satisfactorily within the school.

This policy is supported by the Guidance File available to all teachers.

General information

The SENCo is Christine Millgate

The Designated Governor is Mrs Elaine Bean

This Policy is available in larger print on request.

Formulated.....

Approved by governors.....

Review date June 2016

Aiskew, Leeming Bar Church of England Primary School

Pupil Name:

Date of Birth:

UPN No:

Review and Evaluation
Date of Review: Attendance:
Outcome:
Review Details:
Feedback - school/family/other professional Parental Voice: Pupil Voice: School Feedback: Professional Feedback:
Key actions:

Individual Provision Map	Name	Year Group	Service Family		Start Date	Review Date
			Yes	No		

Particular interests and strengths	
Area of need/barriers to learning	
Outcome – what do we want by the end of the year?	
What good progress will look like by the next review and how it will be measured	
People involved in developing this plan	

Universal provision Quality First Teaching for All	Targeted support	Specialist Support

Signed

Child/Young Person

Signed

Parent

Signed

School