



Aiskew, Leeming Bar  
Church of England Primary School

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'Rooted in love and growing together  
to become lifelong learners'

# SEND POLICY

Date written: January 2020

Date agreed and ratified by the Board of Governors: 10<sup>th</sup> February 2020

Signed: \_\_\_\_\_  
(Headteacher)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(on behalf of the Board of Governors)

Date: \_\_\_\_\_

Date of review: Spring 2022

### **Abbreviations used**

<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>TA</b>	<b>Teaching Assistant</b>
<b>IPM</b>	<b>Individual provision map</b>
<b>EHCP</b>	<b>Education, Health and Care Plan</b>

## **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).

Our vision guides us in all that we hope to be, enabling every member of our school family to grow and flourish into well-developed individuals who are inclusive, independent and inspired learners, equipped with the knowledge, skills and wisdom needed to succeed in life. "Your roots will grow down into God's love and keep you strong." Eph 3v17. Therefore Aiskew, Leeming Bar Church of England Primary School aims to provide an inclusive, caring and supportive environment in which all pupils are valued equally and given every opportunity to develop their full potential. Parents and carers will be fully involved as partners in their child's education. The school will adopt a graduated response that recognises a continuum of need in accordance with the DfE Code of Practice 2014. The SEND policy is a key contributor to inclusion (see Equalities Scheme).

### **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/carers 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/carers, 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
  - Select scaffolds, equipment and technology independently to support
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 (IPMs – Individual Provision Map)
  - Provide support in an effective manner (teaching staff, teaching assistants or outside agencies)
  - Involve parents/carers by providing formal and informal information
5. Provide effective planned interventions focussed on outcomes
  - Ensure effective communication between staff and parents/carers
  - Agree outcomes with parents/carers and child
  - Set specific targets which are 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/carers will be fully involved as partners in their child's education
6. Provide an inclusive, 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/carers and children to celebrate achievement together (home – school book)
  - Ensure the learning environment has a wide range of scaffolds, including the use of technology that pupils are able to choose to access as and when needed for each task
  - Ensure pupils understand that children learn in different ways and that adaptations will be needed to support the individual e.g. extra time, use of technology, scribes etc.
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.
  - Use technology to its full potential to enable pupils to work as independently as possible.

## 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/SENCo (at Aiskew, Leeming Bar CE Primary School this role is undertaken by the Headteacher):

- The Head Teacher has the overall responsibility for the provision and progress of learners with SEND
- Keeps the governing body closely informed
- 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 the relevant information when requesting an Education, Health and Care Plan assessment or 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 LA 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 interventions with teaching assistants
- Holds 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
- Completes referral documents with the SENCo when requesting additional support
- Work with the SENCo to provide evidence when completing an Education, Health and Care Plan assessment
- Provide a report and attend annual reviews for pupils, in their care, with an Education, Health and Care Plan
- Discuss progress with the SENCo/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 an IPM
- Be involved in the review of the child's EHCP. 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/Head Teacher
- All staff provide reports regarding the intervention work they have been involved in and attend 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
- IEPs are accessible and shared 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 arrangements are planned for throughout school so that it is normal practice when applying for access arrangements for national tests.
- Access to the LA'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, SALT, Early Help etc.
- Some pupils will have IEPs, risk assessments, educational health care plans 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/carers 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 IEPs
- 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/carers 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/carers, 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 Complaints Procedure should be adopted. If it is just a concern, rather than a complaint, the following should be adopted:

Parents/carers 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/carer would make an appointment to discuss the problem with the head teacher. The class teacher and the SENCo 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 LA, 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 Bethany Stanley

The Designated Governor is Bethany Stanley

The LA Assessment and Review Officer is: Mrs Julie McClure

This policy is available in larger print on request.

Formulated 11.01.20

Approved by Governors 10.02.20

Review date Spring 2022

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