

Policy for Special Educational Needs and Disabilities (SEND)

This policy is in line with the Code of Practice 2014

Abbreviations used

ASCOS Autism Outreach Support Service

CANDO Comprehensive Assessment of Need

CoP Code of Practice

EP Educational Psychologist

EMS Enhanced Mainstream School

SEND Special Educational Needs and/or Disabilities

SENCo Special Educational Needs Coordinator

TA Teaching Assistant

Statement of the Aims and Values of Brompton and Sawdon CP School

September 2017

Inspire and Aspire

We will encourage all pupils to use their skills and talents to make a positive contribution to the school, the local and wider community. We will provide a safe, healthy and caring environment where pupils learn to make informed choices.

Learn

We will support and challenge every child to do their best across the whole curriculum, achieving the highest standards of which each is capable. We will develop resilience and a positive self belief. We will promote independent, creative thinkers who can appreciate and participate in sport, music and the other arts. We will use our unique locality to give opportunities to all pupils, in every class, for enriched learning, including through off site visits and visitors.

Ready to fly.

We aim to equip all our pupils with the skills, attitudes and vision to be happy and achieve ongoing success as lifelong learners.

Objectives of the policy

The Governing Body will ensure that Special Need funding is allocated and shared equitably between Vulnerable pupils, those with Special Education Needs or Disabilities.

The Governing Body will: (from Equalities Policy 2014)

- **Ensure that the school complies with relevant equalities legislation**
- **Ensure that delegated funding for vulnerable pupils, those with SEND or disabilities is designated fairly and equitably to best meet those pupils' needs.**

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

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' needs. All pupils are entitled to a balance and broad curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all pupils with SEND.

Admission Arrangements

No pupil will be refused admission to 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.

Procedures

Responsibility for coordination of Inclusion and SEND provision and Arrangements for coordinating Inclusion and SEND provision is as follows:

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

The Headteacher /SENCO is responsible for:

- Overseeing the day to day operation of the operation of SEND policy and coordination of specific provision made to support individual children with SEND including those with EHC plans.
- advising on a graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- liaising with parents of children with SEND
- being a key point of contact with external agencies, especially the LA and LA support services
- managing learning support assistants

The SEN Governor is responsible for:

- champion the needs of pupils with SEND
- meets at least 3 times per year with SENCo/HT to overview SEND data
- undertakes learning walks in school with a focus on SEND

Teachers are responsible for:

- The progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their weakness, the class teacher, working with the SENCO should assess whether the child has significant learning difficulty. Where this is the case, then there should be an agreement about the SEND support that is required to support the child.

Identification and Assessment

We accept the principle that pupil's needs should be identified and met as early as possible. There are four areas of need stated in the SEND Code of Practice 2014.

- Communication and Interaction
- Cognition
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may impact on a pupil's progress.

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a service man or woman

The SENCO works closely with the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- Analysis of data, including baseline at FS2 and end of FS data, SATs, reading ages, termly pupil assessments
- Use of local authority SEND criteria
- Following up teacher's concerns
- Following up parents' concerns
- Tracking individual children over time
- Information from previous schools
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed: this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

Curriculum Access and Provision

- All staff ensure that strategies are implemented to ensure quality first teaching for all
- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated with all staff filling in intervention grids with smart targets and evaluate progress
- Some pupils will have individualised learning plans, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Additional help will be sought appropriately from EPs, EMS, ASCOSS etc.
- Informal and formal reviews will be held regularly between families, pupils, SENCO, HT teacher and TAs, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- Transition arrangements will be personalised to support additional need
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities

All staff have appropriate access to up to date information about pupils with additional needs

- The SENCo / HTO offers advice on differentiation to all staff
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Staff training will reflect the needs of the current school community
- Designated finances will be used appropriately to meet needs without reducing independence.
- 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 offer to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

Monitoring and evaluating performance

'All teachers are teachers of children with SEND' (draft CoP 2013 5.2)

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 (e.g. part 7)
- Completion of statutory functions by the SENCo 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 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 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

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupil's needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be worked with closely and kept informed of actions and results. Placement of a pupil on the SEND register will be made by the SENCO after full consultation with parents. A discussion will take place with parents, class teacher and SENCO about what support the pupil needs and the targets for the pupil.

A pupil is placed on the register when:

- Makes little or no progress in specific areas over a long period
- Continues to work at national curriculum levels considerably lower (1 year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotionally problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting targets may incorporate specialist strategies. These may be implemented by the class teacher but also may involve other adults.

Request for Statutory Assessment

The school will request a statutory assessment from the LA when despite an individualised programme of sustained intervention the pupil remains a significant cause for concern. A statutory assessment might also be requested by a parent. The school will have the following information available:

- Completed CANDO
- Records from past interventions
- Current and past ILPs
- Records and outcomes of reviews
- Information on the pupil's health and relevant medical history
- National curriculum levels
- Relevant assessments from specialists such as support teachers and educational psychologists
- Views of parents
- Views of pupils
- Social care/educational welfare service reports
- Any other involvement by professionals

Education, Health Care Plans

An EHCP will normally be provided where, after a statutory assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a statutory assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to longer term objectives set in the EHCP
- Are measurable
- Established through parent and pupil consultation
- Set out in an action plan
- And states who is responsible for delivering the provision

Reviews of EHCP

EHCPs must be reviewed annually. The LA will inform the headteacher at the beginning of the school term of the pupils requiring a review. The SENCO will then organise these reviews and invite:

- Pupils parents
- Pupil
- Relevant teacher
- Any professionals working with the child
- Any other person the SENCO or parent considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year.
- If appropriate to set new targets for the coming year.

At Key Stage Phase transitions, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with new teachers. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may have
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets
- Attend review meetings

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher and SENCO. The chair of governors may then be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's complaints procedure available on the school's website.

Review of the SEND Policy

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy documentation to be important and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy was written September 2017