

Christ Church C.E.(VC) Primary School



Policy for special educational needs and disabilities (SEND)

Agreed by governors: Nov 2017

Review date: Nov 2018

SENCO: Mrs K. Baines

Designated Governor: Mrs M. Burton

This policy is in line with the SEND Code of Practice September 2014

Abbreviations used

CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
MSA	Midday Supervisory Assistant
SEND	Special Educational Needs and/or Disabilities
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team
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 individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (CoP, paragraph 6.1)

Our aim at Christ Church C.E. (VC) Primary School is to provide a high quality learning environment for all children, in which everyone is valued and given the opportunity to achieve and celebrate personal success whilst taking pride in being part of our school family.

Christ Church C.E. (VC) Primary 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

Objectives

1. to set out the principles of Special Educational Needs provision
2. to explain the roles and responsibilities of everyone involved with SEN pupils

3. to outline the procedures involved in identifying and supporting children who have SEND.
4. to outline provision for SEN pupils

1. 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)

2. Roles and Responsibilities

The **Governing Body**, in cooperation with the head teacher, oversees the school's approach and provision for children with SEN, establishing appropriate staffing and funding arrangements and maintaining an oversight of the school's work. There is a **named governor** for SEN meets with the SEN co-ordinator (SENCo) to discuss and evaluate the success of the school's provision. The named Governor is **Mrs M. Burton**.

The **Headteacher**, Mrs D. Cooper has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is delegated to the SENCO.

The **SENCO**, Mrs K. Baines is responsible for coordinating the day-to-day provision of education for pupils on the SEND register.

Class teachers are responsible for the progress and development of all pupils in their class.

Teaching Assistants report to teachers and the SENCO about the progress and development of any of the children that they work with, either in the classroom, or in intervention groups.

3. Procedures

Initial Identification

High quality inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress are in place for all pupils.

Where internal tracking systems show that progress has slowed or that the teacher and/or parents have concerns about progress in core subjects, development or behaviour, a 'short note' is recorded in child's records (CoP 6.39).

The SENCo and teacher gather information using diagnostic and standardised assessments and this will include an early discussion with pupil and parents. A clear date for reviewing progress is agreed and the parent, pupil and teaching staff be clear about how to help the pupil reach the expected outcomes and remove any barriers to learning.

child has been identified as having SEND and will be invited to an initial parent / child meeting.

Where the child is still not making expected progress, the child may be identified as having SEN. They will be added to the SEND register and parents are formally informed. An individual provision map will be in place for each child and reviewed regularly using a graduated approach.

SEND Support – Graduated Approach (Assess / Plan / Do / Review)

SEND Support will be regularly reviewed with the pupil, parents, class teacher and SENCO.

Assess:

- Parent and pupil views are sought.
- Teacher assessment / progress and attainment data is gathered.
- Records of response to interventions gathered if applicable.
- Advice from other support services sought if available.

Plan

- Short term outcomes personalised for the child, agreed at regular review meetings.
- Additional and different provision – evidence-based or highly personalised interventions is identified to support the child to meet the outcomes.
- Agreed actions, pupil / family / school identified

Do

- The plan will be implemented and agreed actions carried out.
- Interventions and provision are monitored.

Review

- Termly meetings are held involving the parents & child/or pupil views.
- Class teacher and SENCo continue to monitor effectiveness.
- Parents and pupil views are carefully considered.
- Outside agencies may be requested and involved with parental consent.

The cycle will then be repeated. SEN support is no longer required if the attainment gap has diminished or the child has made accelerated progress with their wider development or social needs in order to make a successful transition to adult life

Education, Health and Care Plans (EHCPs)

Where the child requires SEN support, adjustments and resources in order to meet their needs beyond that which can be reasonably provided within school, a request for an Education, Health and Care assessment (EHCAR) may be made to the Local Authority. If accepted, the LA will then carry out an assessment in consultation with parents and other relevant professionals. The outcome of the assessment may be in the form of advice to the school, or it may be an Education, Health and Care Plan (EHCP) which will set out the provision that the child requires to meet their needs in school.

4. Approaches

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 have appropriate access to up to date information about pupils with additional needs
- The SENCO offers 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 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
- 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 to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

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 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

5. Monitoring and evaluation

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
- Completion of statutory functions by the SENCo related to referral for Education Health and 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

Formulated.....

Approved by governors.....

Review date.....

*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.