



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Reviewed & Updated - March 2018  
SENDCO - Mrs S Mills  
SEND Governor - Mr Anthony Temperton

### Definition of Special Educational Needs (SEND)

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.” *Special Educational Needs Code of Practice 2014*

### Special Educational Provision means: -

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. *Special Educational Needs Code of Practice 2014*

### Rationale

All pupils may have special needs at different times. All children have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. At Stockton-on-the-Forest Primary School we believe in providing every possible opportunity to develop the full potential of all children through working closely with parents, carers and outside agencies, who play an active and valued role in children’s education. All pupils are valued and we aim for children with special educational needs to participate fully in school activities where appropriate.

### With this Policy we aim to:

- Establish a consistent approach to the identification, provision, monitoring and evaluation of SEND practice in school
- Clearly identify roles and responsibilities of those in school with regard to SEND identification, provision, monitoring and evaluation of SEND practice in school

### Roles and responsibilities

#### The Governing Body will

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the Head Teacher has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Take all steps not to discriminate against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.
- Be fully involved in developing and monitoring the school’s SEND policy;

- Be kept up-to-date and informed about the school's SEND provision, including how funding, equipment and personnel resources are deployed through the monitoring of the Head teacher and SENCO;
- Ensure that SEND provision is an integral part of the School Improvement Plan;
- Report to parents on the implementation of the school's policy for children with special educational needs.

### **The Head Teacher will**

- Ensure the quality of SEND provision is continually monitored;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Consult the LA and staff of other schools when it is deemed to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical.
- Ensure that the funding that has been assigned by the Governing Body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

### **The SENDCO will**

- Co-ordinate the provision of special educational needs throughout the school.
- Ensure the day to day operation of the SEND policy;
- Maintain a register of SEND
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Plan and Update the school provision map
- Provide advice to staff, supporting and liaising with them about the completion of Individual Plans as well as the update of the school provision map.
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Oversee and maintain specific resources for special educational needs;
- Liaise with outside agencies;
- Contribute to and, where necessary, lead the in-service training of staff;
- Monitor, evaluate and report on the provision for children with SEND to the governing body in conjunction with the designated responsible person;
- Co-ordinate the range of support available to children with special educational needs;
- In conjunction with the class teacher liaise with parents of children with special educational needs.
- Attend review and referral meetings wherever necessary
- Ensure that the targets set on Individual Education Plans, My Support Plans or Education and Health Care Plans are specific, measurable, achievable, realistic and time related;
- Monitor the progress of children with SEND

### **Teachers will**

- Monitor and identify children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- Plan and deliver an effective and inclusive curriculum to meet the needs of all children with special educational needs
- Involve children and parents in the identification and review of targets identified in Primary Assertive Mentoring profiles, My Support Plans and Education Health Care Plans;
- Work in close partnership with, and involve, parents/carers of children who have special educational needs;

- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- Work in close partnership with the SENDCO and where appropriate, outside agencies, to support the needs and provision for children who have special educational needs.
- Monitor and assess the progress of children with SEND.

### **Support Staff will**

- Assist the class teacher in supporting, monitoring and evaluating the learning needs of all children
- Support the class teacher in ensuring that children with SEND are fully included in and can access the curriculum
- Support the class teacher and work in close partnership with parents/carers of children who have special educational needs in order to achieve targets set in individual plans
- Work in close partnership with the SENDCO and where appropriate, outside agencies, to support the needs and provision for children who have special educational needs, wherever necessary.
- Access training, deliver and assist in monitoring the impact of intervention strategies.

### **Children will**

- Be valued and included and supported in all aspects of school life wherever possible
- Have full access to the National Curriculum and to a broad and balanced curriculum including extra-curricular activities wherever appropriate and possible.
- Have full access to all areas of the school premises and be enabled to participate fully in school activities, wherever appropriate and possible.
- Access targeted and specific support and intervention to promote learning and progress
- Be involved in the identification and reviewing of targets through Primary Assertive Mentoring meetings, My Support Plan review meetings and Education and Health Care Plan review meetings.

### **Parents will**

- Be informed of and involved in the provision for and progress of their child
- Work in close partnership with the school SENCO, teachers, support staff and where appropriate, outside agencies, to support the needs and provision for children who have special educational needs.
- Have access to the school's policy for Special Educational Needs and Disabilities
- Be involved in the identification and reviewing of targets through Primary Assertive Mentoring meetings, My Support Plan review meetings and Education and Health Care Plan review meetings.

### **Arrangements for Co-ordinating Provision for Children with SEND**

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend short amounts of time in small group work for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENDCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENDCO will oversee this provision to ensure it meets the objectives of this policy.

### **Admission Arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed City of York admissions policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied

admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met.

Any variation to the above will be agreed by the full governing body.

### **Specialist Facilities**

There are no specialist facilities or special unit in the school.

### **Resources**

Additional resources will be purchased as necessary to meet the needs of individuals. Funds will be allocated to the SENDCO to manage the support for children with special educational needs and to meet the objectives of this policy. Requests for further additional resources should be made to the SENDCO.

### **Identification and Assessment Arrangements and Review Procedures**

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014).

The Code recognises that children's needs and requirements **may fall within or across** four broad areas. These are: -

- ❖ Communication and Interaction;
- ❖ Cognition and Learning;
- ❖ Social, emotional and mental health;
- ❖ Sensory and/or physical.

Wherever possible, the needs of every child will be met within the classroom through ensuring that planning, teaching and approaches meet the needs of our learners.

However, where through careful identification and assessment the school determines that a child is not making **adequate** progress, the SENDCO, in conjunction with the child and parents/carers, will review the existing strategies and consider how these might be developed and amended to meet the child's needs. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school the child may be supported through a My Support Plan.

### **Identifying Appropriate Levels of Support**

From time to time it may be necessary to make provision, which is additional to, or different from, that already provided. It may be that a child: -

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school;
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress.

In this instance additional information from the parents/carers, and in some cases, any outside agencies who may be involved with the child will be sought.

If a child's needs are more complex, a multi-agency meeting involving a wider range of support services and health professionals may be arranged to consider:

- The child's strengths and areas for development
- The names of staff and/or outside agencies involved with the plan
- Short-term targets and appropriate teaching strategies to use;
- Interventions that may be required

This approach would be documented through a 'My Support Plan' which enables everyone involved with the family to focus on planning the support that is most appropriate for the child. Input may be sought from any of the different professionals with whom the school works closely:

- School Nurse – to advise on any medical needs and provision, and to help when a care plan is needed.
- Educational Psychologist
- Specialist Teachers and Teaching Assistants
- Speech Therapists
- Primary Mental Health Workers

Plans will be reviewed at least twice a year and targets discussed.

If your child's needs are complex or severe a Local Authority Statutory Assessment may be suggested.

Children who have significant levels of need will undergo an Education Health and Care (ECH) Assessment which may lead to an Education and Health Care Plan.

Where it is agreed that an Education Health Care Plan is the most appropriate approach for a child, the school will provide the extra resources necessary to meet children's needs wherever possible.

This extra provision will be reviewed annually at a special meeting which includes parents, the class teacher, the school SENDCO and pupil.

### **Criteria for Monitoring and Evaluating SEND provision at Stockton-on-the-Forest Primary School**

- The progress and attainment of children with SEND
- The provision mapping for children with SEND
- The levels of inclusion for children with SEND
- Child and parent viewpoints
- Analysis of teachers' planning by Subject Co-ordinators/management team ensures that a differentiated approach is taken and that the objectives in Individual Plans are identified and reflected in planning.
- The involvement and contributions of outside agencies;
- The School Improvement Plan priorities include provision for SEND;
- The funding streams for SEND and the allocation of these
- The CYC SEN Bandings

## **Complaints Procedure**

If parents/carers have a concern about the provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Headteacher. Should the matter remains unresolved the parents/carers should contact the Governor for SEND. If the complaint still remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA.

## **In-service Training**

Through the monitoring and evaluating of our provision the SENDCO, with the headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such training will be monitored and evaluated by the SENDCO.

## **Links and Use of Outside Agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychologist, Local Education Team including learning support team, Physical and sensory Impairment Support Service team, speech therapist, behaviour support team, social services, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

## **Partnership with Parents/Carers/Children**

Parents/carers are important partners in the effective working relationship with school in raising children's attainment and as such we aim to involve them fully in the identification, assessment and decision-making process in school. We encourage Parents/carers to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the Individual Plan.

## **Links with Other Schools**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

The class teacher and SENDCO ensure that children with SEND who transfer from other schools have a smooth transition through their induction to the school.

Wherever possible we liaise with staff from local secondary schools to facilitate a smooth transition of all students from Y6 to Y7. Where this involves children with SEND, links with specialist staff from the Learning Support Faculty are used to assist the transition process.

**Agreed by the governing body: May 2018**

**Signed ..... (Chair of Governors)**