



Helmsley CP School

Policy for special educational needs and disabilities (SEND)

Introduction

At Helmsley CP School we aim to promote an inclusive school where all individuals are respected and valued. 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).

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.

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).

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Roles and Responsibilities

'Teachers are responsible and accountable for the progress and development of the pupils in their class even where pupils access support from teaching assistant or specialist staff' CoP 2014

All staff at Helmsley CP School have a responsibility to ensure pupils with a SEND receive a high-quality provision

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

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

- The SENCo for Helmsley CP School is Dr Carolyn Williams
- The Governor with responsibility for SEND is Mr David Dangerfield

Whole school approaches:

- All staff contribute to the completion of whole school and individual provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class 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 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.

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, OT's etc.

- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans.
- 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 and teachers 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:

- Review of progress termly.
- 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 care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENCo, Phase Leader, LA Advisor and 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 with members of the leadership team with a focus on SEND
- 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.

Policy Review Timescale	Annual
Approved by governors	September 2018
Review date	September 2019