



North Ferriby C E Primary School

Special Educational Needs and Disabilities (SEND) Policy

Date of New Policy	Autumn 2017
Review Date	Autumn 2019
Policy Type	School
Coordinator	Jess Hill
Deputy Coordinator	Mike Pearson
Link Governor	Dr A Clough
Committee	Full Governors

North Ferriby CE Primary School Mission Statement:

A Christian School with children at its heart.

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

The school recognises that the curriculum must be relevant to all pupils and so takes SEN into account in the formulation and implementation of all policies throughout the school. The school believes that it is the role of teachers to help pupils to reach their potential and that every person should be given full access to their educational entitlement and encouraged to respond positively to challenges. This positive approach is supported within the school environment, including a weekly sharing achievement worship.

Special Educational Needs Policy

This policy has been written in compliance with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written in consultation with governors and staff.

North Ferriby CE VC Primary aims to:

- Promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their need, to achieve the level of success and self-respect that they deserve.
- Ensure the curriculum is appropriate to the individual's needs and abilities.
- Have equally high expectations for all pupils.
- Ensure all children have their needs met by offering a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and National Curriculum.
- Ensure parents/carers of all pupils are kept fully informed of their child's progress and attainments as parents have a vital role and responsibility in supporting their child's education.
- Encourage pupils to be involved where practical, in decisions affecting their future provision and take the views of the child into account.
- Access guidance and support from outside agencies.
- Ensure all staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners.
- Ensure that all staff are aware of their responsibilities towards vulnerable learners and make sure that a positive and sensitive attitude is shown towards all pupils at all times.
- Ensure all pupils are included and as fully involved as possible in all school activities.
- Recognise the strengths of pupils as well as their additional needs.
- Identify all pupils requiring additional provision, as early as possible in their school career.
- To identify any child having a difficulty with learning as early as possible and for that child to receive appropriate provision.
- To keep the Governing Body informed through meetings with the SEN Governor

This policy acknowledges the requirements of the revised Code of Practice. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body, SLT, teaching staff and Teaching Assistants will ensure that appropriate provision will be made for pupils with SEN.

Definition of Special Educational Needs (SEND CoP Introduction xiii and xiv)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The SEND code of practice categorises 4 broad areas of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing

difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special Educational Needs Provision

Identification and Assessment

North Ferriby CE Primary School values the abilities and achievements of all pupils, and is committed to providing for each pupil the best possible environment for learning. Once a concern has been made, the class teacher will discuss this concern with the child's parents. The class teacher will then fill out a cause for concern SEN sheet and hand it to the SENCO so this can be looked into and monitored. Children with other learning needs should be identified and met as early as possible. Information and guidance of how to help support the child may be met through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, Baseline assessments, Otrack and Class Track data, other whole-school pupil progress data.
- Classroom-based observations, Intervention assessments, assessment and monitoring arrangements. (Cycle of assess, plan, do and review.)
- Following up of parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools where appropriate.
- Information from other services.
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO/Deputy SENCO.
- Undertaking, when necessary, a more in depth individual assessment- this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. (SEN COP 6.23)

Working with Parents and Children

North Ferriby Primary school aims to work in close partnership with our children and their parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during a separate arranged meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN as the child's class teacher will have identified this and interventions should already have taken place to close the gap.

Once a child has been identified as having SEN, the class teacher and SENCO will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEN Support
- Discuss assessments that have been completed or are to be completed.
- Agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Asses, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their developmental stage, the child may be invited to attend all or part of the meeting. Prior to the meeting the child's views will be sought and will be included in the meeting through a one page profile.

Stages of SEN and Possible Resulting Actions

Every child on the SEN register will have a termly support plan in place. Every term the class teacher, SENCO and parents/carers of the child will have a termly support meeting where targets and strategies from the termly support plan will be discussed and the outcomes will be agreed and put into a plan. The child will be invited to the meeting or part of the meeting to discuss their plan if appropriate. If this is not appropriate then the child's views will be established before the meeting through a one page profile. This will be a record of what the child, likes, dislikes and strategies that the child feels supports them effectively. They will be available for all adults that come into contact with the child. Teachers, with support from the SENCO will run the meetings with parents, child and outside agencies will be invited to the meetings where appropriate. The three stages of SEN in our school are SEN support, SEN support plus and Statement/Education, Health and Care Plan (EHCP).

SEN Support:

A child on SEN support could:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/social difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress in this area
- be significantly slower than that of their peers starting from the same baseline
- fail to match or better their previous rate of progress
- fail to close the attainment gap between them and their peers

In collaboration with the SENCO, the class teacher decides the action required to help the child make progress using school resources. Based on the results of previous assessments, the actions might be:

- Provision of alternative learning materials/special equipment
- Small group (or individual) support or intervention, with an additional adult, in or out of the classroom
- Provision of additional adult time in planning programmes of work, and monitoring their effectiveness
- Specific interventions following a scheme e.g. Numicon/ELS/Talkboost etc.
- Staff development/training

This child's SEN and strategies to support the child will be detailed in the termly support plan written by the class teacher.

Before any intervention takes place the class teacher must assess the child and agree on a measurable target and a timescale to achieve this. An impact of intervention sheet will be filled in at the beginning and end of each intervention which takes place and handed to the SENCO so that evaluations can be made on the effectiveness of the interventions that are taking place.

SEN Support Plus:

SEN Support Plus is used when a sustained level of support is needed, and external agencies are consulted and have agreed to work with the child.

Indicators of need at SEN Support Plus might be one or more of the following:

- The pupil still makes little or no progress in specific areas over a long period
- The pupil is working significantly below their year group expectations – out of key stage-p scales.
- The pupil continues to experience significant difficulty in developing literacy/numeracy skills
- The pupil has emotional/social problems that often substantially delay own learning or that of the group.
- The pupil has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- The pupil has communication or interaction difficulties

External support agencies will require access to a child's records. The agency specialist may be asked to provide further assessments and advice, and possibly work directly with the child. Parental consent is sought for any additional information required.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support Plus, we may apply for the child to be assessed for an EHCP. Parents, external agencies and the child are fully consulted at each stage. Parents and external agencies may also request an EHCP, in which case the school will provide appropriate information to the Local Authority (LA) however no request is guaranteed and may be turned down by the Local Authority.

Generally, we apply for an EHCP through the school's Educational Psychologist if the child has a complex disability and/or the child's achievements are so far below their peers that it is not possible to meet the child's needs from within school's resources.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHCP.

Each Local Authority provides assessment guidelines on thresholds for EHCP's. For more guidance please see the Local Offer.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the Local Authority will produce the EHCP which will record the decisions made at the meeting.

Statements

Statements are no longer allocated to children with SEND and a child who is newly assessed will follow the EHCP route. There are still a number of children who still remain with a statement plan. The Local Authority provided a calendar of transition from Statements to EHCP that must be followed by all schools. Until a child with a current statement is in their transfer year they will remain on the statement.

All children currently on statements must have them reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. When the child is in Year 5, the aim of the review should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary school and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school may be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate plan to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur. All children who currently have a statement will be transferred onto an EHCP by July 2018 in line the East Riding's transfer timetable.

Termly Support Plans

With support from the SENCO the class teacher will complete a termly support plan for all children with SEN. The termly support plan will include information about:

- A baseline assessment or review of previous level/target to form the short term, measurable, targets set for the child
- the area of need
- the teaching strategies to be used and desired outcome (who, what, when)
- success and/or exit
- when the plan is to be reviewed
- outcomes as seen by school, parents, pupil and when appropriate outside agencies

The termly support plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon a small number of SMART (Specific Measurable Attainable Relevant Timebound) individual targets that match the child's needs and have been discussed and agreed with the child and their parents. The plan will be reviewed each term during the review meetings and the parents' and child's view will be sought.

Roles and responsibilities:

The school recognises the importance of a whole school approach to SEND.

The class teacher:

- Is aware of the school's policies and procedures for identification, assessment and provision for children with SEND
- Collaborates with the SENCO to decide the actions to assist and support the child to help them make progress
- Collects relevant information on the pupil
- Develop and evaluate termly support plans for pupils
- Plan Lessons to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum
- Will complete impact of intervention sheets for each SEND child for each intervention to evaluate the effectiveness of the intervention
- Works with SEN pupils on a daily basis to deliver the individual programme set out in the termly support plan
- Develops constructive relationships with parents
- Is active in evaluating and contributing to the SEN Policy
- Effectively uses support staff to support children with SEN needs by assessing children, planning targeted interventions, monitoring and reviewing to ensure progress is being made
- Works with SEND pupils to create One Page Profiles
- To contribute towards the provision map showing how SEND children are supported in the classroom

Teachers are responsible and accountable for the progress and development of the pupils in their class, including 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 SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. **(COP 6.36 – 6.37)**

SENCO (Special Education Needs Co-ordinator) (CoP 6.84 – 6.94)

- Has day to day responsibility for the operation of the policy and coordination of provision in place to support pupils with SEND including those with EHCP in school
- Provides professional guidance to colleagues on the graduated approach to providing SEND support through staff training
- To use provision mapping to identify areas of need and how to address this and to evaluate effectiveness of provision with the support of the head teacher
- Ensures that the school keeps the records of all pupils with SEN up to date
- Will be a key point of contact with external agencies, especially the local authority and its support services
- Will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching

- Liaises and advises, where necessary, with colleagues, parents, other schools, early years providers, educational psychologists, health care and social professionals and independent or voluntary bodies regarding SEN matters
- Liaises with the relevant Designated Teacher where a looked after pupil has SEN
- Will work with the head teacher to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Will liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Will work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The Headteacher:

- Manages the everyday work of the school including SEN provision
- Informs the governing body about SEN matters
- Works closely with the SENCO
- Manages the teaching assistants
- The headteacher has overall budgetary control and informs the Governing Body of how the funding allocated to support special needs has been employed
- Ensure the school has clear and flexible strategies for working with parents, and these strategies encourage involvement in their child's education
- To inform the SENCO of any pupils with medical conditions which also have SEN

The Governing Body:

- Ensures that high standards of provision are made for pupils and that all teachers are aware of this
- Ensures that a designated person is identified to liaise with all those involved with teaching and supporting pupils with SEN including staff, parents and external agencies
- Reports to parents on the school's SEND policy including the allocation of resources from the school's budget
- Will consult with the LA and other governing bodies if appropriate
- Will be fully involved in monitoring SEND provision and policy review
- Will ensure that SEN provision is an integral part of the School Development Plan
- Ensuring that pupils with additional needs are fully involved in school activities
- Applying the Code of Practice when carrying out these responsibilities

Curriculum and Inclusion

North Ferriby CE Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:-

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- Links to the community, especially the church

English as an Additional Language

Identifying and assessing SEN for young children whose first language is not English requires particular care. Teachers should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Physical Disabilities and Medical Conditions

At North Ferriby we recognise that every pupil is an individual, with their own needs and strengths. In order to ensure full accessibility to education, including school trips and physical education the school:

Provide transition meetings;

- Work closely with parents / carers and outside agencies;
- Seek the pupil's view;
- Work collaboratively with key school staff;
- Seeks to provide relevant resources;
- Seeks to make physical changes to the school when appropriate;
- Facilitate staff training relevant to individual need and to raise whole school awareness;
- Write medical care plans (more detail is included below);
- Provide a medical room for discreet management of health needs;
- Include pupils on the provision mapping (in order to monitor educational progress, social and emotional needs and the possible impact if pupils require time off school relating to their medical condition);
- Include individual pupils on risk assessments for school visits and other activities outside of the normal timetable.

Medical Care Plans

- Medical Care Plans are created by the class teacher and head teacher as soon as a new medical need is brought to the school's attention or in the case where a new pupil is starting the school, within the first few weeks. Where the need is significant the medical care plan will form part of the transition arrangements.
- The level of information within the plan will depend on the complexity of the child's condition. They will capture the key information and actions to enable the child to be supported effectively.
- Where a child has a SEN and disability or medical need, their SEN will be referred to within the medical care plan.
- A list detailing all medical care plans are available in each staffroom, the school office and the senior mid-day supervisor holds a copy.
- Medical health care plans are reviewed and updated annually, or sooner should there be evidence that the child's needs have changed.

Provision Mapping

Provision mapping is a tool used by the school to identify the additional needs of pupils and to decide on appropriate provision for these pupils.

Identification of Appropriate Provision

In order to identify children who are falling significantly behind initial assessments are made to assess the type of intervention the child will benefit from. The class teacher, with support from the SENCO will then decide upon an intervention to support the child. After the intervention has taken place, an impact of intervention sheet will be used to evaluate the effectiveness of the intervention. Interventions could include:

- Reading – 1 to 1 reading, phonics intervention, Black Sheep Press Resources
- Writing – Toe by Toe (dyslexia), specific intervention, ELS, Write from the Start
- Maths – Numicon, Marvellous Maths, Plus 1, Plus 2, Springboard, Wave 3,
- Social difficulties – Talk Boost, Time to Talk, ELSA, referral to EP or to the Social Communication Panel, Speech and Language referral;
- Behavioural/Emotional/Mental Health – individual plan, ELSA, referral to EP or the Social Communication Panel, Lego therapy;
- Physical/Sensory – resources including pencil grip, Write From the Start, specialist furniture, laptop, ISSS referral, OT referral (through GP);
- Speech and Language – Talk Boost, Time to Talk, Speech and Language programme, referral to SALT, the EP or Social Communication Panel.

The provision map is organised by year group. It includes the pupil's name and area of need. It also records any agencies involved, interventions and resources used. The date started, date completed and cost is also illustrated. The provision map is a working document which is updated continuously.

The provision map supports where Teaching Assistants are deployed in school by assessing the needs of the pupils.

Data Protection

All SEND data is confidential and stored in a locked file in the school office. Before making any referrals to outside agencies, parental permission is obtained.

Resolving Problems

The first step in resolving problems is to make an appointment with the class teacher. The SENCO may be invited to attend, or a separate appointment may be arranged. Any further issues must be brought to the attention of the Head Teacher. If for whatever reason this does not resolve the issue parents/carers should contact the Chair of Governors.

Partnership with parents

The school recognises that parents have much to contribute to our support for children with SEN. The school works closely with parents in support of those children with SEN.

An active partnership is encouraged by:

- Having a named Governor who takes responsibility for special needs.
- Informing parents from the beginning and throughout each stage of their child's development. This is done through termly support meetings and through parents evenings.
- During termly support meetings, parents agree to their child's targets, intended outcomes, progress and the strategies in place to support this both at school and at home.
- Home – school activities and homework completed by children to help them make progress.

The Voice of the Child

At North Ferriby CE Primary School we encourage pupils to participate in their learning by:-

- Encouraging all pupils to take responsibility and make decisions.
- Providing all pupils with opportunities to make choices and to understand that their views matter.
- Recognising the importance of developing social skills as well as educational skills.
- Involving pupils, at an appropriate level, with their targets for their termly support plan and with the reviewing process.

Transfer Arrangements

The school has close contact with South Hunsley Secondary School and local pre- school settings. The SENCO from South Hunsley Secondary School is made aware of pupils with SEN prior to the transfer and visits North Ferriby School to talk to the SENCO and members of staff involved with year 6 pupils.

The EYFS team meet with local preschool leaders to discuss new pupils starting in EYFS and if they need extra support. The SENCO may be invited to SEN meetings for children who are attending North Ferriby CE Primary School before the child starts in September so that appropriate support arrangements can be made.

The SENCO from the Secondary School is invited to the Annual Reviews of year 5 children who have a statement/EHCP where appropriate.

For all children transferring between phases, except from early years settings, a provisional recommendation should be made so parents can consider options. A child's statement needs to be amended by 15th February and arrangements for transfer made by March of the transfer year.

For children transferring to any other school, arrangements exist to provide SEN information to the receiving school so that there may be continued support.

Evaluating success

The success of the school's SEN Policy and provision is evaluated through:-

- Evaluation of the policy aims
- Monitoring of classroom practice.
- Analysis of pupil tracking data and test results.
- Monitoring of procedures and practice by the SEN Governor.
- School self evaluation
- Governors Annual Report to parents.
- The LEA SEN moderation process.
- The School Development Plan.