



KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND  
VOLUNTARY AIDED PRIMARY SCHOOL

**POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**  
**(SEND)**

*Agreed by Governors - November 2014*  
*Review Date - November 2017*

Everyone in our school is a valued and unique person with different gifts and skills. Guided by strong Christian principles, we work together to nurture the children emotionally, spiritually and intellectually. We encourage them to be confident and enquiring, as well as compassionate and kind, as they strive to achieve their personal best and develop a lasting love for learning and for life.

Our SEND policy is written with reference to the Code of Practice 2014 and the North Yorkshire County Council Special Educational Needs Policy. All teaching staff, non-teaching staff and the Governing Body have approved and will follow this policy

### **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.

## **Procedures**

### **Roles and Responsibilities**

Provision for children with special educational needs is for the school as a whole.

- The Governing Body has oversight of this policy and establishes the appropriate staffing and funding arrangements.
- The Governor with responsibility for SEN is Mrs Helen Huckle.
- The Headteacher has responsibility for the provision for children with SEND and is also the SEND Co-ordinator.
- The Headteacher will keep the Governing Body fully informed about SEND issues.
- All teaching staff are involved in developing this policy and all staff are fully aware of this policy and procedures for identifying, assessing and making provision for pupils with SEND.
- The SENCO will develop this SEND policy and provision. The SENCO has responsibility for day to day operation of the SEND policy and for co-ordinating provision for children with SEND. The SENCO is Mrs A Walley.

### **Co-ordinating and managing provision**

This is the key role of the SENCO / Headteacher and the Governing Body. The SENCO works closely with all staff, other agencies and parents/carers offering advice to ensure high quality teaching of pupils with SEN.

Pupils on the SEND register are reviewed regularly by relevant staff. This will involve the SENCO who will be joined by the Classroom Teacher and may include Teaching Assistants and key workers from outside agencies.

### **The role of the SENCO:**

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with fellow teachers.
- Managing learning support assistants with support and training.
- Overseeing the records of all children with special educational needs and ensuring that they are kept and available as needed.
- Liaising with parents of children with special educational needs.
- Organising the in-service training of staff.
- Liaising with external agencies including the LA's support and education psychology services, health and social services and voluntary bodies.
- Referring a pupil to the LA for statutory assessment if required.

### **SEN register**

When a Class Teacher or the SENCO identifies a child with special educational needs, the Class Teacher will provide interventions that are **additional to and different from** those provided as part of the school's usual differentiated curriculum. They will be placed on the SEN register. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future

support for them in discussion with colleagues and monitoring the action taken. The child's Class Teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

### **Nature of intervention**

At the regular review, the SENCO and the child's Class Teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment.

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is **additional to or different from** the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will usually be reviewed at least twice a year and parents' views on their child's progress will be sought. (Wherever possible, the child will also take part in the review process and be involved in setting the targets).

### **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 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 pupils have individualised targets
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents through the school website
- Good access arrangements are made so that all pupils can demonstrate their full potential in assessments.
- 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 outside agencies - EPs, EMS, ESWS, ASCOSS
- Some pupils will have IEPs, behaviour plans, risk assessments or health care plans.
- 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

## **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 intervention programmes
- Careful 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
- 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
- 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