



SOUTH CAVE CE PRIMARY SCHOOL SPECIAL NEEDS POLICY

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) 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 schools or mainstream post-16 institutions.*
- c) have a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

At South Cave Church of England Primary School we value every child as an individual, giving equal opportunities to reach their full potential, regardless of their background. We strive to ensure that our curriculum is designed to ensure that our pupils are not given a stereo typical view of other people, faiths, cultures and diversity. As a school we strive to be fully inclusive. All pupils are welcome, including those with additional needs.

Aims and Objectives

At South Cave School the Staff and Governors aim to make provision for children with a special educational need by:

- Ensuring that children with special educational needs are offered full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum.
- Working together to ensure that any child's special educational needs are identified early.
- Aiming to inform, involve and work in partnership with parents from the earliest stage of identification of their child's special educational needs in order to make the best provision for their child.
- Use a graduated response to identify children and to assess and accumulate evidence resulting in appropriate provision for the child. Work with parents to help them gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs.
- Ensuring interventions for each child will be reviewed regularly to assess their impacts, the child's progress and the views of the child, their teacher and their parents.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children and co-ordinating the day to day provision of SEND is Mrs A Worthington. The responsibilities of the Special Needs Co-ordinator (SENCO) are to:

- Oversee the day-to-day operation of the school's SEN Policy.
- Co-ordinate provision for children with SEN
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To hold details of all SEN records for individual pupils, ensuring that they are kept up to date

The Role of All Staff

All staff will:

- be party to identifying the needs of a pupil within the curriculum;
- work co-operatively with the child, SEN Co-ordinator, parents and outside agencies in order to support and encourage any programmes or action required for individual children.
- be involved in writing targets, providing information for setting and reviewing SEN Support Plans.

The Role of the Teaching Assistant (TA)

The Teaching Assistants will work under the direction of the class teacher and the SEN Co-ordinator and will be responsible for:

- keeping themselves informed of the SEN Support Plan for the pupil/s they work with
- support the teacher in addressing learning needs

- assist the child in meeting agreed targets or learning objectives set by the class teacher
- liaise regularly with the class teacher and SEN Co-ordinator
- keep records as requested and contribute to the review of the child's progress

The Role of the Governor

The Governing Body is responsible for:

- Making every effort to see that the necessary special arrangements are made for any pupil who has special educational needs.
- Making sure teachers are aware of the importance of identifying pupils who have special educational needs and providing appropriate teaching in the area.
- Making arrangements to allow pupils with special needs to join in everyday activities of the school as far as is practical.
- Reporting each year to parents on the SEN Policy.
- Taking account of the Code of Practice when carrying out their duties.

These responsibilities will be met through close links with the Head teacher, SENCO and the school's Special Needs Governor.

Admissions Provision

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Identification and Assessment of SEN

Prior to school entry, parents will be given the name of the SENCO and be informed of their role. Any concerns that parents may have can be noted early to aid prompt action. Any child with SEN will be integrated within the school in the class, which is appropriate for their chronological age group.

The assessment process is an integral part of the teaching and planning cycle. There are a number of more formal assessments carried out at various times through the school and termly Pupil Progress Meetings, along with half termly phase meetings, that will be used to highlight any areas where the child may need extra support or a change in teaching strategy. If a class teacher has concerns over a child who is experiencing difficulties, and feel they would benefit from further assessment, they should notify the SENCO of their concern using an Identified Concern form. (*Appendix 1*).

Additional testing may then be carried out by the SENCO, or referrals made to appropriate outside agencies to gain a clearer picture of the specific nature of difficulties that are being experienced in order to determine the best course of action to raise the child's achievements.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. (Cause for concern)
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being a cause for concern due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

SEND Support

Where it is determined, through monitoring and detailed assessment, that a pupil does have SEND parents will be formally advised of this and their name will be added to the SEND register and an SEN support plan will be written outlining the outcome based targets the pupil will be working towards to make progress. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves analysing the pupil's needs by:

- Using the class teacher's assessment and experience of working with the pupil
- Reviewing of previous progress and attainment
- Comparison with peers and national data
- Views of parents
- Views of pupil
- Advice from external services where appropriate

- In depth assessment if appropriate

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree:

- The adjustments, interventions and support that are required;
- The impact on progress, development and/ or behaviour that is expected
- A clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed:

- Of their individual needs
- The support that is being provided
- Any particular teaching strategies/approaches that are being employed
- The outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

All of this information is recorded using their SEN support plan (*Appendix 2*).

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.eastridinglocaloffer.org.uk/>

Education, Health and Care Plans

- Following Statutory Assessment, an EHCP will be provided by East Riding of Yorkshire Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. The children with an EHCP will also have termly reviews of targets.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the partnership of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Evaluating the success of provision

All pupil progress will be monitored on a termly basis at the Pupil Progress meetings. This is a meeting where the class teacher meets with members of the Senior Leadership Team (the Head teacher, SENCo and either Literacy or Maths Co-ordinator) to discuss the progress of the pupils in

their class. At the meeting all interventions are discussed and evaluated to help identify if the provision is effective in general; effective for the individual; well attended; and well delivered. Interventions are also monitored at the half-termly point to ensure they are being effective.

Pupil Progress data is shared with all parents each term, along with details of the targets the pupils are working towards and any interventions they will be included in.

During Parents' Evenings, which occur in the Autumn and Spring term, and the review meetings of the SEN support plans each term, the SENCO is available to discuss any concerns parents and carers may have. Pupils' views will be obtained and, when appropriate, they may attend all or part of any meeting. For children with a Statement of Special Educational Needs or an Educational Health and Care Plan, we will also discuss their progress at their Annual Review meetings.

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher or SENCo. If they feel it more appropriate, they may wish to make an appointment to meet with the Head teacher.
- In the unusual event that a parent or carer feels dissatisfied by the outcome of the meeting with the Head teacher, they have the right to bring the matter to the Chair of Governors.
- Having consulted with the Chairperson if the complainant is still dissatisfied with the outcome, the parent has the opportunity to involve the L.A. The Head teacher will be able to inform parents of the procedures, names and addresses of the relevant officers of the authority to contact.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEND courses and provides in-house training for all teaching and support staff and also arranges for staff to undertake more specialist training.

Working in partnerships with parents

South Cave Primary School believes that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links with other schools

The school works in partnership with the other schools in the South Hunsley Cluster and through the East Riding SENCo Forum meetings. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

South Cave Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- East Riding of Yorkshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Other Specialist Outreach Services
- Sensory Support Services

The school continues to build strong working relationships with these external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Review of SEN Policy

The Policy will be reviewed in line with the school's review cycle, or at such time as there are any change to Government policy.

Appendix items will be updated and reviewed as required.

This policy is dated September 2015

Identified Concerns

| | | | | |
|---|--|----------------|--|--------|
| Pupil Name: | | Date of birth: | | Class: |
| Current Assessment details | | | | |
| Reading: | | Writing: | | Maths: |
| Area/s of concern (reading, writing, spelling, maths, behaviour, speech, social etc): | | | | |
| Areas of strength: | | | | |
| Brief description of main areas of difficulty: | | | | |
| Strategies/interventions put in place to address difficulties: | | | | |
| Outcomes of strategies: | | | | |
| Outcome of discussions with parents/carers: | | | | |
| Signed (Class teacher): | | | | Date: |
| Ways forward following discussions with SENCo: | | | | |
| Signed (SENCo): | | | | Date: |

South Cave CE Primary School

SEN Support Plan



| | | |
|--|--|--------------------------|
| Name: | | |
| Date of Birth: | Age: | Year group/class: |
| Address: | | |
| Name(s) of person with parental responsibility: | | |
| Class teacher: | Teaching Assistant(s)/ Nursery Nurse: | |
| Outside Agencies involved: | | |
| Special Educational Need: | | |

Targets:

| | Level at end of previous year group | Autumn term target | Autumn Target achieved | Spring term target | Spring Target achieved | Summer term target | Summer Target achieved |
|----------------|-------------------------------------|--------------------|------------------------|--------------------|------------------------|--------------------|------------------------|
| Maths | | | | | | | |
| Reading | | | | | | | |
| Writing | | | | | | | |

| | |
|--|--------------|
| Signed by Class Teacher: | Date: |
| Signed Person with parental responsibility: | Date: |
| Signed Pupil: | Date: |
| Signed SENCo: | Date: |

South Cave CE Primary School
SEN Support Plan **Autumn 2015**

Name:

Year/class:

| Maths | Steps in Learning (Outcome based targets) | Strategies/resources to use | Evaluation of impact of support |
|-------------------|--|-----------------------------|---------------------------------|
| | | | |
| Reading | Steps in Learning (Outcome based targets) | Strategies/resources to use | Evaluation of impact of support |
| | | | |
| Writing | Steps in Learning (Outcome based targets) | Strategies/resources to use | Evaluation of impact of support |
| | | | |
| Speech & Language | Steps in Learning (Outcome based targets) | Strategies/resources to use | Evaluation of impact of support |
| | | | |

| | | |
|--------------------------------------|--|--------------|
| Review Meeting with parents | | Date: |
| Matters discussed: | | |
| | | |
| | | |
| Review Meeting with pupil | | Date: |
| Matters discussed: | | |
| | | |
| | | |
| Ways forward/recommendations: | | |
| | | |
| | | |
| | | |