

Special Educational Needs and Disabilities Policy

Rationale

At Sherburn Hungate Community Primary School we support a policy of inclusion and agree with the DFE's statement: 'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives' - The special educational needs and disability code of practice: 0 to 25 Years (published January 2015).

Definition of special educational needs (SEN)

'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 them and have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority' (code of practice p.15).

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. The statutory code of practice recognises special educational needs in the areas of: Communication and Interaction, Cognition and Learning, Sensory and/or Physical, and Social, Mental & Emotional Development (formally Behaviour, Social and Emotional Development (BSED)). It is vital that there is a structure in place for the management of every child's behaviour and for this reason we have developed a 'Positive Behaviour Policy', which all staff adhere to.

Definition of disability

'A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or other such disability as may be prescribed in Section 17(11) Children Act 1989.' (Code of Practice 1.3)

The issue of disability is dealt with in a sensitive way in whole school assemblies, and through PSHCEE pupils are helped towards an understanding of disability. We ensure that all reasonable adjustments are made to accommodate any member of the school community with a disability. The school has a specific toilet for the disabled. Access by wheelchair can be arranged to all parts of the main school building and nursery unit.

Provision for children with special educational needs and disabilities is a matter for the school as a whole. We also work very closely with parents and other partner agencies in order to ensure that the needs of each child are met. It is important that all staff are aware of early learning difficulties and discuss this with other members of staff and parents. Parents are partners in education and it is of great importance that they are kept informed and consulted.

The school has access to courses provided by the LA, other agencies and organisations and supports staff in the area of SEND in-service training. At Sherburn Hungate, we believe that **all** children have a right to feel valued and to experience success and achievement. We also believe that learning to recognise and accept that we are all different and unique in our own right enhances the development of all children. Children learn to understand and accept each other's differences and as a result become more sympathetic members of the community.

Sherburn Hungate is a school which welcomes all children, regardless of their needs, and endeavours to provide a curriculum which is both inclusive and challenging. The admission arrangements for children with special educational needs and disabilities are set out in the school's prospectus and this is detailed on our school's website. Parents/carers are advised of the LA's 'Local Offer' with regard to SEND via the school's SEND information report, which is published on our school website and updated annually.

How do we meet these needs?

The Governing Body

Responsibilities include:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND
- Ensure that, where the head teacher has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with SEND joins the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with their needs
- Ensure that parents are aware of the school's SEND policy through the School Prospectus and website and that it is available for them to read in the school office.
- Ensure that SEND is on the Agenda of all full Governors' Meetings.
- Have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs/disabilities
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

There is a nominated Governor for Special Educational Needs. This person is Mrs Claire Sutton.

The Headteacher

Responsibilities include:

- The day to day management and leadership of all aspects of the school's work, including provision for children with special educational needs and disabilities.
- To keep the governing body fully informed and work closely with the SEND co-ordinator and staff.
- Ensure that SEND is on the agenda of all Staff Meetings.
- Ensure that that SEN and Pupil Premium is used to maximum effect.

The SEND Co-ordinator

Responsibilities include:

- Be closely involved in the strategic development of the SEND policy and provision
- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordination of provision for identified pupils with SEN(D
- Overseeing the records of all children with special educational needs/disabilities and maintain and monitor a register of SEND
- Maintain a whole school overview of provision mapping for pupils with SEND
- Liaison with parents of children with SEND
- Manage and monitor the effectiveness of interventions led by teaching assistants
- Liaison with external agencies, including the LA's learning and behaviour support and psychology services, health and social services, Preventive Services and local Enhanced Mainstream Schools
- Liaison with support services in completion of a common assessment framework
- Liaison with support services and parents/carers in the completion of the Can-Do and initial Educational Health Care Assessment (EHCAR)
- Lead the annual review process for pupils with statements of special educational needs/EHCP
- Liaison with and advising of class teachers and support staff
- Contributing to the in-service training of staff.

Additional adult support is used flexibly in school and is driven by the needs of pupils on the SEND register. Strategic deployment of teaching assistant support is reviewed regularly by the Senior Leadership Team. The focus is always on ensuring that pupils on the SEND register can access high quality lessons and high impact interventions and is built on the premise of fostering independent learning.

SEND also receives an element of funding for resources, through the school budget, following submission of an annual development plan by the SENCO. The use of this is delegated to the SEND Co-ordinator (SENCO)

The Class Teachers

Responsibilities include:

- Identifying, assessing and making provision for pupils with special educational needs or disabilities
- Class teachers should be the first point of contact for parents with a concern about their child's development
- Class teachers must discuss any worries they have about a child, with the child's parents and the SEN Co-ordinator as appropriate
- Class teachers produce and maintain 'My Support Plans' developed with parents/carers/pupils and other involved professionals through structured conversations. This ensures that all parties are involved in the target setting.
- Class Teachers ensure that pupils and parents/carers sign the 'Support Plans' and are involved in the target setting and review procedures (at least termly) in a process known as 'assess-plan-do-review'.
- The class teacher is responsible for ensuring that individual pupils understand their targets and know what to do to achieve them. Target mats are used when needed to support younger pupils.
- Electronic copies are saved centrally in the SEN area on the shared drive in individual children's folders; signed paper copies are retained in pupils' SEN folders. Class teachers monitor the progress of all vulnerable and disadvantaged groups of learners, including those on the SEN and SEN Aware Registers.

The Teaching Support Staff

Responsibilities include:

- Work with class teachers to assist in the identification, assessment and provision for children with special educational needs and disabilities.
- Support the teacher in narrowing gaps in attainment for SEND pupils through providing targeted support.
- Provide assessment for learning feedback to the class teacher to support the planning process.

The Mid-Day Supervisors

They will be made aware of and have regard to the needs of SEND children and will report back to teaching staff when appropriate.

The Parents/Carers

Parents are encouraged to take a joint role in supporting their children to develop their full potential. Class teachers will invite parents/carers to discuss their child's development each term and, through a structured conversation, information will be shared. Pupils are also invited to attend part or all of the meeting as is deemed most appropriate. This child centred approach is vital to the 'asses-plan-do-review' process. The school welcomes and values any involvement that parents/carers wish to

contribute. It recognises that parents and school need to work together as a partnership for the benefit of the child. As a school we recognise and acknowledge parental/careers involvement in their child particularly their:

- Knowledge and expertise
- Personal and emotional investment
- Different perspective
- Differing needs as parents

The school will keep parents informed as to the special needs of their child and the provision that is being made for them. It will also seek parental permission before referring their child to other agencies for support. Parents/carers will be involved in the completion and maintenance of 'My Support Plans' and sign all SEND paperwork. Should parents have any concerns relating to the education of their child, they may discuss them with the class teacher in the first instance, then the Headteacher. If not resolved, the matter may be referred to the school's Chair of Governors.

The Children

Our school believes children, like parents, should be seen as partners in their own education. We believe it is important for them to understand their rights and responsibilities. All children will be involved in making decisions from as early a time as possible, being given the opportunity to make choices where appropriate and to understand that their views matter.

- When targets are being developed children will be involved at an appropriate level. (e.g. very young children can be encouraged to choose and share views/ideas with family and staff; more confident children can be more directly involved in discussing future targets)
- Children should be involved for part or all (if appropriate) of the SEN review meetings.
- Children will be encouraged to share in the recording process and in monitoring and evaluating their own performance.
- Children will also be invited to part of the statutory annual reviews of formal assessment arrangements (such situations should make allowance for the age, aptitude and maturity of the child and should be made as stress free as possible).

Stage of Intervention

Identification

Children already identified as having Special Needs before entering school

The SEN Co-ordinator holds discussions with playgroups/nursery schools that pass on any relevant information regarding the child, and also holds consultations with parents and any agencies involved. If a child transfers from another school, and is identified as having special educational needs, the SENCO may contact the previous school to gain any relevant information.

If a child starting school already has a statement of special educational needs/Educational Health Care Plan, the SENCO arranges to meet the child's parents and discuss his/her needs and the provision that will be in place. The head teacher contacts the Responsible Officer to ensure that funding is in place.

Children whose special educational needs are identified within school

Early identification and appropriate intervention is vital in meeting the needs and providing opportunities for children with special educational needs and disabilities.

Early Identification (cause for concern)

This means that the class teacher, in discussion with the SENCO, provides interventions that are additional to, or different from, those provided by the school's usual differentiated curriculum. At this stage the SENCO will monitor the further assessment of a child's strengths and weaknesses, future support for the child and monitor and review the action taken.

The child's class teacher remains responsible for working with the child and for planning and delivering an individualised programme. Parents are kept informed of action taken, and of any progress that is made. Intervention can take a variety of forms including: providing different learning materials or special equipment, group or individual support from an extra adult. Teachers may also vary their teaching style or change the organisation of the classroom in order to meet the needs of children with special educational needs. Specific areas for staff development may also be targeted. The child's support plan will identify at Wave 1, Wave 2 and/or Wave 3 the adjustments that have been made to personalise provision and support accelerated progress.

Deciding to place a child on the SEND Register

The triggers for formally placing a child on the SEND register will be 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 by 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.

Involving outside agencies

If after suitable provision has been made and reviewed, adequate progress is not observed, the SENCO and class teacher will consider accessing professional support. The triggers could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at expectations substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning?

The school, following discussion and agreement of parents / carers may well seek the help of external agencies. This request can be for advice on new and appropriate targets and strategies or for specialist assessments and involvement.

Statutory Assessment

If, even after professional support, a child is still making little or no progress and it is the view of the professionals involved that a request for a statutory assessment be made, then the SENCO, in consultation with the Headteacher, will make that request to the LA. If, after statutory assessment, an Educational Health Care Plan is written, then the Headteacher ensures that the provision required is in place as soon as possible.

Annual Reviews of children with statements of special educational needs/ Educational Health Care Plans are held and members of support services, outside agencies, Headteacher, SENCO, class teacher and the child's parents / carers are invited to attend. They discuss the progress of the child and the provision being made. Reports submitted on the children are circulated to interested parties prior to the meeting where possible. Similarly, a copy of the Review report and its targets is circulated to all concerned.

Recording Provision

My Support Plans

For all pupils on the SEND register individualised programmes are recorded on a 'My Support Plan. The 'My Support Plan' will record, at Wave 1, Wave 2 and were appropriate Wave 3, that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The focus will be on up to three or four individual targets that match the child's needs. The targets and personalised provision will be discussed with the parents/carers and pupils, who

contribute to the 'My Support Plan' and sign the documents at a plan/review meeting. My Support Plans will be maintained for all pupils including those with a Statement for SEND/ Educational Health care Plan as on-going record of recording, monitoring and assessing SEND needs and interventions.

My Support Plans will be updated at least each term and archived at the end of each academic year.

Further Good Practice Guidelines

- The SEN Co-ordinator works with class teachers to provide and monitor differentiated programmes of work for children having special educational needs or disabilities.
- The SEN Co-ordinator may occasionally see children on a one to one basis.
- The class teacher, working with the teaching assistants, when available, supports the child with SEND with a programme of differentiated language and maths work, which relates to the work that the rest of the class is doing, and relates to the targets in the Provision Map.
- Within each classroom, work is planned at appropriate levels.
- The range of classroom materials and resources is differentiated, as are the books in the school library. There is an SEN resources centre whose materials may be borrowed by teachers.
- Some children are given additional support through Wave Two support materials, ICT programmes are used when appropriate.
- Teachers continually assess each child's work, and adapt future planning to meet their needs.
- Assessment is built into all schemes of learning and planning, so that progress can be monitored and differentiated programmes used.
- Appropriate standardised tests and checklists are administered as seen relevant. (Also see Assessment Policy). LA guidance is followed to make assessments in the Early Years and Foundation Stage.
- 'My Support Plans' are kept both electronically and in paper form to monitor progress.
- Each class teacher has SEN forms and information on children in their class who are on the school's SEN register. It is passed to the next class teacher when the children change class. Copies of the school's SEN register and children's SEN files are also kept centrally.
- A School Provision map is maintained as an overview of provision and support for all pupils on the SEND register.
- The school aims to give all children access to curricular and extracurricular activities, whenever possible, no matter what their special need may be. It is intended that all children will experience a broad and balanced curriculum.
- In order to ensure effective transition to secondary education, we work particularly closely with Sherburn High School, to which most of our children transfer. The SENCO from the High School is invited to attend a child's final review meeting before transfer and may attend other reviews earlier in the child's year of transfer. The SENCOs from both schools meet during the summer term in order to ensure the transfer of all relevant information.

Policy into Practice

The effectiveness of the SEN policy may be evaluated informally and formally. Informally through discussions about children's progress with:

- Parents, teachers, outside agencies and support services and a personal view from the children concerned.

Formally by:

- Monitoring children with SEND's academic and/or social progress.
- Monitoring of children's SEND paperwork including: My Support Plans, Pupil Placemats, Communication Passports (for pupils with complex communication and interaction needs).
- Annually the school will report on the provision for SEND pupils through the Pupil Premium Statement, which will be available on the school website.
- The SENCO will provide a report annually to the Headteacher relating to the effectiveness of SEND provision.

Links to other policies

- Teaching and Learning
- Inclusion
- Behaviour
- Attendance
- Child Protection
- Admissions
- PSHCEE
- Single Equalities Scheme
- Assessment
- Curriculum Policy and all subject policies.

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