

**Knavesmire Primary School**  
**Special Educational Needs and Disabilities Policy**

Our school provides an inclusive curriculum to enable our children to make the best possible progress whatever their needs or abilities. Thus our children will achieve their potential and take their place within society.

**Who is involved in providing for the needs of pupils with SEND?**

- The Governing Body oversees the provision of all pupils with SEND through the SEND governors, Mrs Ann Cox and Mrs Abigail Gaines.
- Responsibility for managing the provision for effective inclusion is delegated to the Headteacher , Mr Adam Cooper
- Day to day management of provision for pupils with SEND is coordinated by the school's Special Needs and Disabilities Coordinator, Miss Sarah Haslam.
- All staff share responsibility for providing for the needs of children with SEND, including teachers and classroom support staff

**Our School Aims for Pupils with SEND**

- To recognise that all children are different, and that some have particular needs in one or more areas which affect their performance in school
- To identify and assess the needs of children with SEND and to make provision accordingly, following the statutory guidance set out in the SEND Code of Practice 2014
- To identify barriers to learning , including attendance, behaviour, emotional , sensory, physical, medical social and intellectual, to ensure best progress
- To provide children with SEND equal access to the broad, balanced and relevant curriculum we provide for all our children, in line with the Early Years Foundation Stage(EYFS) and National Curriculum
- To provide effective communication between parents and school so that we work together in supporting children with SEND
- To enable children to express their views and are fully involved in decisions which affect them
- To work together with outside agencies where appropriate, including the Children's Centre and Secondary schools.

**How do we respond to the needs of pupils with SEND?**

Our teachers have responsibility for all children, including those with SEND in their class.

- Everyday classroom provision (known as 'Wave 1 quality-first teaching') takes into account the specific needs of these children and any difficulties in accessing the curriculum and this is accounted for in planning
- Class teachers, through their continual assessment of the children's learning, are able to adapt their lesson plans to ensure that specific resources, additional adult assistance, or adapted activities, are put in place.
- A child with SEND may be identified as requiring additional support, beyond that which can be provided within the classroom (Wave 1). This can take the form of a catch-up intervention and described as a 'Wave 2 intervention' which is Band 0 of the City of York Banding Thresholds.
- Children with more significant needs may require additional support that needs to be more bespoke. This is described as a 'Wave 3 intervention' and is Band 1 of the City of York Banding Thresholds.
  - At this stage children may have an individual education plan, outlining their next step and how to achieve them. This will be carefully monitored and assessed following a process of assess, plan, do review and parents will be fully involved in this process either through termly review meetings, as part of Parent's Evening or as an additional meeting.
- They will also be placed on the school's SEND register in consultation with parents.

- Pupils with more significant needs, particularly those receiving support from outside agencies may have a 'My Support Plan', and will be placed at Band 2 in the City of York Banding Thresholds. This is used to outline the way in which the school sets out to meet the child's individual needs. The child's class teacher will ensure that the goals set out in the plan are worked towards during curriculum time and will consult with parents on a termly basis about new goals and strategies. This consultation will normally take place at the termly review meetings, with a SENDCO, class teacher and any specialists involved with the child.
- Pupils with Education Health Care Plans will normally have additional adult support and may also have some specific equipment or interventions, designed to support access to the curriculum. These additional resources are funded partly by the school and partly by the Local Authority, with precise figures depending upon the child's needs. EHCPs are reviewed annually, in consultation with parents and the Local Authority, with interim reviews when required.
- The school is already well-equipped, with disabled toilets; a medical room; and a lift to allow access to the ICT suite and year 6 classrooms floors
- The SENDCO take into account the training needs of staff, taking into account school priorities as well as personal professional development and allocate training where needed.

### **If there is a problem.**

The school's Complaints Procedures are set out in the school prospectus. The Headteacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved the usual school procedures can request independent disagreement resolution. The school make further information about this process available on request.

### **What is the role of the Local Authority?**

The Local Authority has a legal duty to set out for parents their own Local Offer for pupils with SEND. You can access York's Local Offer online at:

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

The Local Authority also provides specialist teachers with specific areas of expertise, to support staff within school and to provide guidance and advice for parents. They also provide access to 'Parent Partnership Officers' to assist parents in finding out more or in solving any problems which they might experience. Our SENDCO works closely with all of these experts in order to ensure that the needs of every child are met appropriately.

This policy is explained in more detail in the school SEND Report.

January 2018

To be reviewed January 2019