



Special Educational Needs and Disabilities Policy

At Nafferton Primary School we believe that all children should be happy, have high aspirations, respect and value others, show endeavour, strive to be successful and work together.

Head teacher: Paul Johnson

SEND Co-ordinator: Tracy Guild

SEND Governor: Sarah Cooper

It is the aim of our school to include all children, and enable those with additional needs to access a broad, balanced and creative curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and happy, enjoy their education and achieve their full potential, recognising the contribution they can make and their right to economic well-being in adult life.

Nafferton Primary School strives to be a fully inclusive school and all pupils are welcome, in accordance with the LA Admissions Policy. In accordance with the Education Act 1996 (section 316), we will respect a parent or carer's wish to have their child with a statement educated in our mainstream school, unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility or it is not in the best interests of the child with the specific needs.

A child is considered to have Special Educational Needs or Disabilities if they have difficulty in learning or socialising or engaging in activities which require additional provision to, or from that made for children of the same age in the school.

We recognise that children's needs and requirements fall into the four broad areas outlined in the Code of practice;

1. Communication and interaction
2. Cognition and learning
3. Behaviour, emotional and social development
4. Sensory and/or physical

We support this by:

1. Providing excellent quality first teaching for all children
2. Planning curriculum delivery and coverage to meet the needs of all pupils by considering different learning styles and differentiating tasks
3. Assessing the children's needs by observation and assessment
4. Working with parents and carers to identify and meet the needs of the children
5. Identifying barriers to socialising, participating and learning
6. Involving children planning support, target setting and reviewing progress
7. Monitor children's progress using Pupil Passports, to be reviewed three times a year
8. Providing all adults with the appropriate special educational needs training and information
9. Seeking advice and support from outside experts as appropriate
10. Working in co-operation with the LA and other agencies

Children participate in reviewing their learning by discussing their targets, evaluating their performance and planning their next steps. All children are given the opportunity to make choices and to understand that their views matter. We believe it is vital to children's progress to acknowledge and value strengths and weaknesses, respect each other views and celebrate achievements, thus developing confidence and self-esteem.

Nafferton Primary School in accordance with the Special Educational Needs Code of Practice and the Disability Discrimination Act will, when carrying out duties towards pupils with SEND, ensure parents and carers are informed and consulted when provision is made for their children.

The school recognises the vital role of parents and carers in supporting their child's learning and values and respects their unique understanding of their child's individual needs. The school listens and responds to parents and carers concerns. The SENCo invites parents and carers to discuss all aspects of their children's progress at mutually convenient times and they are encouraged to attend Pupil Passport meetings. Their participation in planning, targeting setting and reviewing is strongly encouraged.

Roles and Responsibilities

In line with The Code of Practice, 2014, the school recognises that all staff are responsible for pupils with special educational needs, and that the identification of, and provision for children's special educational needs is paramount.

At Nafferton Primary school the Senior Leadership Team regularly and carefully review the quality of teaching and learning for all pupils, including those who demonstrate underachievement.

Identification, Assessment and Provision

A child will be considered to need additional support if they are making little or no progress, their English or Maths scores are below the average range, if language or behaviour difficulties prevent them from applying their skills effectively in the classroom, or they have sensory impairments or physical difficulties that impede their learning.

The SENCo will monitor all children's progress through the use of tracking systems and Pupil Progress Meetings.

Continuity of provision for pupils joining the school with educational needs is ensured through liaison with the SENCo of their previous school. Children continue to follow their Pupil Passport, which is reviewed during their first half term at Nafferton.

Pupils Progress is ascertained by teacher observations of performance in the classroom, the setting and ongoing assessments. Termly Pupil Progress Meetings are held to review all children's progress and review teaching and learning. In discussions between the Class teacher, SENCo and Head teacher children's progress is scrutinised, interventions are reviewed or implemented.

Termly review of data is conducted by the SENCo to identify trends and review provision and quality assure interventions. The SLT will review data and identified children will be tracked.

If parents or carers are concerned about a child's progress, the teacher will arrange a meeting with the child's parents or carers to discuss their concerns.

Once a child has been assessed and it is found extra support is needed the child will be placed on the school SEND Register at 'Special Needs Support' and a Pupil Passport will be created by the class teacher, TA and pupil. The passport will be reviewed by the SENCo and shared with the child's parents or carers, to which they can make contributions. The plan will outline agreed targets against which the child's progress will be measured. A review date will be identified when the support will be evaluated. The passport will be reviewed and shared three times a year, either at Parent's Evenings or at a mutually agreed time. If a parent does not attend they will be contacted to re-arrange a meeting, a log will be kept of meetings.

The SENCo will monitor that all identified children receive quality first teaching and receive their planned interventions. The support may include differentiated work, working within a small group, working with a TA, intervention work within or outside of the classroom or working with an external agency.

If a child is considered, by the school or parents/carers, to need more support than they receive at 'SEND Support', it may be necessary to follow the graduated response for an Educational Health Care Plan. The school will pass information held on the child to the LA, who will gather information from other professionals and parents/carers, to make an assessment. If the LA considers that the child requires provision beyond that which the school can offer from its resources, an Educational Health Care Plan could be provided, following the procedures in The Code of Practice. An EHCP will be reviewed annually with the child, parents/carers and relevant agencies.

If a child is removed from the Register their progress will be continued to be monitored in line with the whole school procedures.

Staff development

The school seeks to provide appropriate training for all staff. It is the role of the SENCo to support and advise colleagues on the resources available and practical teaching strategies. All staff members are encouraged to attend courses in order to acquire the skill needed to work with children identified with SEND.

Links with External Agencies

The school will seek advice from external agencies including specialist LA services, Educational Psychologist, expert practitioners, Educational Welfare Services and the Health Service. The agreement of Parents or carers will be sought before the specific needs of an individual child are discussed with other agencies.

Links with other schools

If a child moves school the SENCo will share information with the child's new setting. Records are passed from school to school and the SENCo attends, wherever possible, the Annual reviews of children with statements who are due to transfer to new schools. Parents and carers are encouraged to make additional visits to new schools.

When a new child joins NPS the Yellow Form will be completed and as much detail will be gathered on a child, including telephone calls and meetings, where possible, with the child's old setting to create a full picture of the child's needs and learning experiences.

Policy Review Date: _____

Head teacher: _____

Chair of Governors: _____