

# Anlaby Primary School

## Special Educational Needs Policy

Signed Staff:

Date:

Signed Governor

Date:

### Introduction

As a school, we are committed to providing the conditions and opportunities to enable our pupils to reach their full potential in all aspects of school life. We endeavour to recognise where our pupils may have a special need at the earliest possible stage and implement the appropriate support. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, carers, teachers, support staff, pupils and outside agencies working together.

### Definition of Special Educational Needs

A child or young person has a Special Educational Needs of Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of 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

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

### Policy Aims and Objectives

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

### Responsibility for the Policy and Procedure

The persons responsible for Special Educational Needs at Anlaby Primary School are Lucy Rudd (SENCO), Gareth May (Headteacher) and Janine Power (SEN Governor).

## **Role of the Governing Body**

The governing body, in cooperation with the head teacher, determines the school's general policy and approach to provision for children with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The SEN Governor is the Governor with responsibility for SEND at Anlaby Primary School. As nominated governor, he/she will:

- work closely with the Headteacher and the coordinator;
- ensure that this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body on the success and development of this policy.

## **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENCO, the link governor and the teaching and support staff to monitor the effectiveness of this policy by checking to see whether:
  - pupils with SEND are making sufficient progress appropriate to their ability
  - school personnel have high expectations of pupils with SEND
  - appropriate provision is in place
  - differentiation is put into practice
  - the pupil tracking system is effective
- annually report to the Governing Body on the success and development of this policy.

## **Role of the Special Needs Co-ordinator (SENCO)**

The SENCO will:

- ensure the implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;
- work with the Headteacher to oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a child with the parents' permission;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- take part in termly pupil progress meetings;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in school activities and events;
- lead the development of SEND throughout the school;
- arrange in-service training for school personnel and governors;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;

- use provision mapping to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- annually report to the Governing Body on the success and development of SEND.

### **Role of Class Teachers**

Class teachers must:

- be responsible and accountable for the progress and development of the pupils they teach;
- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- implement any advice and teaching strategies given by the SENCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiation;
- track and monitor the progress of all pupils;
- inform the SENCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children.

### **Role of Teaching Assistants (TAs)**

Teaching assistants will:

- work closely with the SENCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENCO;
- attend appropriate training;
- suggest training needs.

### **Role of External Specialists**

We will seek the advice and support from the following external specialists if a pupil continues to make less than expected progress:

- Educational Psychologists;
- Child and Adolescent Mental Health Services (CAMHS);
- hearing impairment;
- vision impairment;
- multi-sensory impairment;
- speech and language therapists;
- occupational therapists;
- physiotherapists.

## **Role and Rights of Parents**

We encourage parents to:

- work closely with the school in order to develop a partnership that will support special educational needs pupils;
- be aware of their child's targets and their progress towards them;
- contribute to reviewing their child's targets during termly parents meetings;
- attend and take part in annual reviews;
- be aware of the Local Authority's Information, Advice and Support Service.

## **Role and Rights of Pupils**

We believe that our pupils should be at the centre of decisions involving themselves. The SEND pupils are fully involved with setting their Termly Support Plan targets. They are also involved with the review and assessment process. A child friendly and user friendly TSP is used to record targets. The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Termly Support Plans. Pupils are involved in:

- assessing their needs;
- setting learning targets;
- reviewing their progress against targets set;
- the annual review.

## **Admission Arrangements**

Information about SEND provision within the school and the SEND provision within the ERYC can be accessed by anyone on the school website before deciding if Anlaby Primary School is the right school for your child.

In line with current LA policy, a place at Anlaby Primary School is available to a child with SEND provided that:

- a) the parents wish the child to attend the school;
- b) the child's special educational needs can be met by the school;
- c) other pupils will not be disadvantaged.

Anlaby Primary School has a duty under the Children and Families Act 2014 not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is oversubscribed, and it includes the operation of those criteria.
- In the terms on which the responsible body offers pupils admission to the school.
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

Advice will be taken when considering an application from any child with severe physical needs in order to ensure that their provision would not constitute a health and safety risk for other children and adults.

## **Access**

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

## **Access to the Curriculum**

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access

to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe that we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them. We cater for pupils who experience difficulties in: -

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs;

We have the responsibility to:

- prevent discrimination;
- promote to equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- cooperate with the LA in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include pupils with SEND into all school activities;

### **Access to the School Environment**

The school has full provision for pupils who are disabled. We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual education healthcare plans (EHC) will state the type and level of support required to meet their medical needs.

### **Graduated approach**

We feel that it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: **Assess, Plan, Do and Review.**

Parents will be kept well informed of and involved in all four stages.

### **Assess**

- An analysis of the child's needs will be undertaken by the SENCo and class teacher in order to identify the support needed by an individual.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENCO with the agreement of the parents.

### **Plan**

- When it has been decided to provide SEND support all parties will decide:
  - the expected outcomes
  - what interventions and support that is required
  - the expected impact on progress, development or behaviour
  - on a review date
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

### **Do**

- The SENCO will support the implementation of the interventions by the class teacher as part of the agreed SEND support.
- The teacher supported by the SENCO assesses the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

### **Review**

- The effectiveness of the support and its impact on the child's progress is discussed during the review of Termly Support Plans;
- The views of the child are also taken into consideration when reviewing TSPs;
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned;
- TSPs are shared with parents and at this stage, parents are made aware of their child's targets and have the opportunity to contribute to the TSP;
- A cycle of review meetings will continue with all in order to identify the best way of securing good progress;
- All parties will agree to any specialist involvement if a child continues to make less than expected progress;
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given;
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually;
- Detail records will be maintained by the SENCO.

### **Record Keeping**

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress;
- evidence of outcomes and planned next steps;
- details of additional support or different provision made under SEND support;
- details of the involvement of specialists;
- evidence of involvement with parents;

- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided.

## **Partnerships**

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupil.

## **SEND Information Report**

Annually we will publish information about the implementation of the policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents and young people. This report can be found on the school website. The information must include:

- the kinds of SEND that are provided for;
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO;
- arrangements for consulting parents of children with SEND and involving them in their child's education;
- arrangements for consulting young people with SEND and involving them in their education;
- arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review;
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society;
- the approach to teaching children and young people with SEND;
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND;
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured;
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND;
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying;
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families;
- arrangements for handling complaints from parents of children and young people with SEND about the provision made at the school;

- arrangements for supporting children and young people who are looked after by the LA and have SEND;
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published;
- details of the broad and balanced curriculum provided in each year;
- admission arrangements for disabled pupils;
- accessibility plans;  
(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school prospectus;
- the school website;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- meetings with school personnel;
- communications with home such as weekly newsletters;
- information displays in the main school entrance.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- The Tribunals, Courts and Enforcement Act 2007
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014



- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Working Together to Safeguard Children (2013) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)