



**Hovingham & St Hilda's
CE (VC) Primary School's Federation**



Policy for Special Educational Needs and Disabilities (SEND)

**This policy is in line with the final draft Code of Practice which was ratified by
parliament for use from September 2014**

Acronyms used

ASCOSS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

Schools' SEND aims and values statement

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.

- There will be a flexible continuum of provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
or
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

SEN Categories:

Children's special educational needs are broadly thought of under four areas of SEN:

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

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:

The Headteacher will

- Ensure that tracking identifies under achieving and under attaining pupils.
- Try to remove all barriers to attendance and punctuality.
- Manage all aspects of the school's work, including provision for those children with SEND.
- Keep the governing body fully informed.
- Work closely with the school's Special Educational Needs Co-ordinator (SENCO).
- Ensure adequate allocation and effective use of SEND budget.
- Oversee and assist with the efficient implementation of the SEND policy.

The Governing Body (in co-operation with the Headteacher) will:

- Determine the school's general policy and approach to provision for children with Special Educational Needs and Disabilities (SEND)
- Establishing appropriate staffing and funding arrangements.
- Appointing a governor(s) with special responsibility for SEND to monitor closely the school's work on behalf of SEND.
- Monitor data with respect to vulnerable groups.
- Challenge the leadership through informed questioning.
- Ensure there is appropriate continuing professional development taking place for all staff with regard to SEND.

The SENCO will:

- Be well informed by attending LA SENCO network meetings whenever possible, ensuring that they share relevant information with staff and governors.
- Support class teachers and teaching assistants in meeting the needs of children with SEND.
- Maintain an up-to-date list of children requiring additional and different provision because of their SEND, including interventions that have been tried and their effectiveness.
- Ensure efficient communication takes place with all outside agencies who may be available to support these learners.
- Monitor, evaluate and revise SEN provision regularly.
- Ensure good communication between teachers, teaching assistants and pupils etc. and monitor information about targets and progress.
- Meet regularly with the SEND governor.
- Ensure identified pupils receive timely intervention.
- Ensure that the school's provision maps reflect the current profile of the school's population.

- The SEND policy will be available and reviewed regularly.
- Be aware of all current interventions being used for pupils with SEND.

Teachers will:

- Provide appropriate support for pupils, including adaptations to the environment.
- Ensure the curriculum reflects the needs of the current school community, contributes to community cohesion and is planned to promote independence.
- Ensure that all pupils are included as fully as possible into the educational and social life of the school (including extra- curricular activities where appropriate).
- Employ a range of support strategies, many targeting developing independence.
- Identify that a pupil has SEND.
- Plan what each pupil should learn at all stages and differentiate within planning.
- Supervise any additional adults, e.g. Teaching Assistants, involved in the learning of their pupils.
- Assess and record when learning has occurred.
- Consult with SENCO.
- Write Individual Provision Maps and 'My Support Plans', for pupils in their class.
- Liaise with outside agencies.

Teaching Assistants/Support Staff:

- Are fully involved in the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Are involved in the development and implementation of the school's SEND policy and practice.
- Support children as directed by the class teacher.
- Deliver intervention programmes.

Parents:

- Support their child's learning at home.
- Attend Review meetings and discuss targets with the class teacher and child.
- Keeping school informed of any concerns they may have.
- Know how to make a complaint if necessary.

Pupils will have opportunities to:

- Talk about their learning in a supportive and listening environment.
- Be actively involved in assessing their own progress and know what their next steps to achievement are.

- Receive appropriate support to access assessments and examinations.
- Be fully involved in setting and reviewing targets and outcomes.

2017-2018

- SENCO – Mrs Faye Dodds-Aston
- Governor with responsibility for SEND – Dr Jane Richardson

The schools use the local authority's local offer to inform the school's SEN Report. This is published on both schools' websites.

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress.
- All staff have appropriate access to up-to-date information about pupils with additional needs.
- The SENCo offers advice on inclusion strategies to all staff.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All students have individualised targets.
- Provision maps are written so that staff, pupils and parents know what reasonable adjustments have been made.
- The training budget for staff is transparent.
- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams.
- The school use the local authority's local offer to inform the school offer. This is published on the schools' websites as part of the governors' SEN Information Report*.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.

- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision plans, management plans, risk assessments or education and health care plans, some pupils may be allocated a key worker.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, currently the CoP 2014

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

Monitoring and evaluating of interventions, including their value for money

- Analysis of data examining the progress of different vulnerable groups.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Annual financial returns.
- Completion of statutory functions by the SENCo related to referral for Education Health and Care Plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENCo, LA adviser, SEN governor.
- Detailed discussions with families and pupils.
- Progress through a variety of transitions.
- Attendance and exclusions analysis.

- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND.
- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.
- Holding the school to account for its use of SEN funding.

Specialist SEN provision

Sometimes it will be helpful for school to request some additional support from an outside agency.

We have established good working relationships with professionals from different agencies, as needed including:

- The Educational Psychologist
- School Nurse and Health Visitor
- Educational Social Worker
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapists
- Paediatrician
- EMS schools for Speech, Language and Communication, Social and Emotional Need and Specific Learning Difficulties.
- Physical and Medical Needs Team
- ASCOSS – Autistic Spectrum Condition Outreach Service

Professionals from all the above agencies may support staff and children in school. School would only contact an outside agency after consultation with parents.

*The SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include

information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this 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 could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN 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 SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.