



To learn and to grow and 'to be the best we can be'

Love abounds. Our community embraces opportunities to support one another in being 'The Best We Can Be'. Biblical teaching underpins all relationships providing networks which we all use, helping to understand the principle 'practice makes better.' This vision drives the way in which we live, marrying distinctiveness and effectiveness together.

Sand Hutton Church of England Primary School and Warthill Church of England Primary School

Policy for special educational needs and disabilities (SEND)

Agreed by governors

Review date – Autumn 2021

Abbreviations used

CoP	Code of Practice
EP	Educational Psychologist
ESWS	Educational Social Work Service
LAC	Looked After Children
MEA	Minority Ethnic Achievement
NYPACT	North Yorkshire Parent and Carers Forum
SEND	Special Educational Needs and/or Disabilities
SENCO	Special Educational Needs Coordinator
SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service
SEND Support Plan	– The plan on which your child's support is recorded and monitored
SEND Hubs	Support for schools in assessing and providing for children with more complex SEND
TA	Teaching Assistant

Schools' aims and values statement

We believe that people are our most valuable resource. Everyone is entitled to an education of the highest possible standards which:

- promotes life-long learning
- enhances the quality of life
- encourages good citizenship

Caring adults ensure that the welfare of our children is given the highest priority.

As Church of England schools, in partnership with parents and guardians, we aim to provide:

- a community based on Christian values which respects the views of others.
- a happy, warm and welcoming environment where learning is fun and everyone can feel safe and secure
- a caring and sharing culture where everyone is valued and there are equal opportunities for all
- a stimulating, spiritual, positive and productive learning environment through children, staff and parents working together

In our schools we aim to promote feelings of self-esteem and self-respect, in order to develop positive, confident and responsible attitudes towards:

- each other
- learning
- good behaviour
- our schools' environment

In our schools we aim to promote our values in all we do.

We value

- each other
- high standards in all we do in school
- successful partnership with parents
- links with our local community
- our resources and the environment

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 CoP)

Objectives of the policy

Sand Hutton and Warthill Schools value the individuality and achievements of all their children equally. They ensure that all children's needs are met through their ethos, practice, management and deployment of resources. They recognise that all children are entitled to a broad and balanced curriculum which is personalised to allow each pupil to make maximum progress. They see SEND provision as a whole school responsibility involving close co-operation between teachers, classroom assistants, support staff, pupils and parents, all overseen by the governing body who have full access to the information which allows them to monitor and evaluate the effectiveness of the SEND policy. They believe that there should be a flexible continuum of provision for pupils with SEND as some pupils may need additional resources to meet their needs. This graduated approach ensures that all children receive the appropriate level of support which may change as children move through school. The schools believe that all children should be included in all school activities, with extra support and provision to allow this to happen.

(Please see Inclusion statement, Mission statements and schools' aims and values)

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 (graduated approach i.e. the right level of support for the needs of the child)
- 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 actively encouraged to give their views on what learning is like for them

- Governors will 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 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
- 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.

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 schools' work, including provision for those children with SEND
- Keep the governing body fully informed
- Work closely with the schools' Special Educational Needs Co-ordinator (SENCO)

- Ensure the appropriate 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 schools' general policy and approach to provision for children with Special Educational Needs and Disabilities (SEND)
- Establish appropriate staffing and funding arrangements
- Appoint a governor(s) with special responsibility for SEND to monitor closely the schools' 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 (supported by the Assistant SENCO)

- Be well informed by attending Local Authority SENCO network meetings whenever possible. Ensure that relevant information is shared with staff and governors
- Support class teachers and teaching assistants in meeting the needs of children with SEND
- Liaise with all parents and carers of children with an Education and Health Care Plan
- 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 – this will include the graduated approach that is being made for the children
- Ensure efficient communication takes place with all outside agencies who may be available to support these learners
- Monitor, evaluate and revise SEND provision regularly
- Ensure good communication between teachers, teaching assistants, parents and pupils etc and monitoring information about targets and progress
- Meet regularly with the SEND governor
- Ensure pupils receive timely intervention
- Ensure that the schools' provision maps reflect the current profile of the schools' population
- Regularly review the SEND policy, and ensure it is easily available on the schools' websites
- Be aware of all current interventions being used for pupils with SEND

- Advise parents where to get information and support (SENDIASS)

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 in consultation with SENCO if necessary
- Inform parents if a child is considered to have SEND (Appendix 1) and of the provision that the school makes for the child
- plan what each pupil should learn and teach pupils at all stages and differentiate within planning (**see teaching and learning policy**)
- 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 regularly about children with SEND in their class
- write SEND Support Plans for pupils identified as having SEND in their class
- meet with parents of children with SEND in their class
- liaise with outside agencies

Teaching Assistants/Support Staff will

- be fully involved in the schools' procedures for identifying, assessing and making provision for pupils with SEND
- be involved in the development and implementation of the schools' SEND policy and practice
- support children as directed by the class teacher
- deliver intervention programmes.

Parents will

- support their child's learning at home.

- attend SEND Support Plan 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 (**see complaints procedure**)

Children will have opportunities to:

- talk about learning from their point of view in a non-threatening way
- be actively involved in assessing their own progress and knowing what are the next steps to achievement
- receive appropriate support for their access to assessment and examinations
- have regular input into learning/behavioural targets
- try their best to fulfil agreed targets
- treat peers with respect

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 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 support and advice on differentiation 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 readily available on the server, the school website, and hard copies are kept available for easy access so that staff, pupils and parents know what reasonable adjustments are available
- 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
- school uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEND information report.

- a graduated approach is used to ensure children receive the right level of support, with this increasing or decreasing dependent on the needs of the child.

Individualised approaches:

- additional interventions will be implemented as necessary and these interventions will be monitored and evaluated by class teachers, subject leaders and the SENCO
- additional help will be sought appropriately from EPs, SEN Hubs, ESWS, etc
- some pupils will have individualised provision maps, behaviour plans, risk assessments or 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 are highly valued 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
- Details of support through SENDIASS will be readily available on the website.
- The school will follow the latest statutory guidance, currently the CoP 2014

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. Monitoring of progress is carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress is reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making expected progress at this level of intervention. 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
- forensic 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 statement/ education health care plans, termly meetings and annual reviews
- work scrutiny with selected pupil groups
- focused monitoring by the SENCO, LA adviser, SEND 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 SEND 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
- meeting with parents and pupils
- 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 SEND funding

Specialist SEND provision

The school accesses provision through SEN Hubs, ASCOSS and other agencies when necessary. All involvement with these agencies will only be made with full parental permission.

Formulated.....September 2020.....

Approved by governors.....September 2020.....

Governors and staff will monitor and evaluate this policy regularly (see review timetable).

Next review date: Autumn 2023

*The SEND information report

Appendix 1

A short note will be given to parents to inform them of the SEN of their child and the provision the school makes. This note will be as the following

Name of Child:

Date of conversation:

Your child is receiving additional help because they have been identified as having a Special Educational Need. Many children receive this help at different times and for different reasons.

The provision we are making for this is

Signed

(class teacher)

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 SEND. 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 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 SENDCO (mainstream schools), 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. 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 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. This should include 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 with SEND about the provision made at the school.

