



Federation of Follifoot & Spofforth CE (VC) Primary Schools Special Educational Needs & Disabilities Policy Updated March 2016

Abbreviations used in the policy

SEND - Special Educational Need & Disability

SENDCO - Special Educational Need & Disability Co-ordinator.

IEP - Individual Educational Plan

Inclusion Passport – An on-going working document that summarises pupils strengths and needs alongside interventions and their impact.

Provision map or Provision Plan – A plan that identifies the different levels of support and intervention that the school can provide

SMART - Small Measured Achievable Realistic Timed

CAN – Do – Comprehensive Assessment of Need

IQM - Inclusion quality Mark – a self-assessment tool to be used to evaluate inclusion at the school

COP – Code of Practice. This national Code of Practice refers to all statutory requirements as well as best practice.

Learning Wall – Classroom display that contains learning prompts, reminders and questions.

Learning Walk – Walk undertaken through all classrooms to evaluate provision in a specific area e.g. meeting needs of pupils with hearing impairment.

School Based Staff

The SENDCO at Follifoot is Miss Megan Foy

The SENDCO at Spofforth is Mrs Rebecca Simpson

The Designated Governor for SEND is Mr Simon McInerney

Rationale:

All children may have special needs at some time and therefore a wide range of strategies must be used to meet these needs as they arise. This policy will ensure that the school meets the needs of pupils identified as having a Special Educational Need(s). It will ensure that pupils with SEND are not discriminated against. This policy outlines why, when and how special provision will be made as well as how it will be monitored and reported on.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (DFE SEND Code of Practice 2015)

OBJECTIVES

- To identify and assess children with SEND as early as possible.
- To ensure all staff are aware of the procedures for identifying children with SEND
- To involve parents and pupils as soon as there is a concern and keep them informed and included
- To provide intervention programmes that meets individual needs and provides pupils with opportunities to experience challenge and success
- To ensure all children experience a rich, balanced, relevant and differentiated curriculum
- To allocate our resources so that all pupils gain optimum benefit
- To monitor and assess progress effectively and adapt programmes to meet changing needs

- To provide appropriate staff training and support
- To liaise closely with appropriate external services
- To empower children to become independent and confident learners and communicators
- SEND, high needs and pupil premium funding will be used efficiently to ensure good progress of pupils with additional needs.

Policy Aims:

All children to:

1. Be happy
2. Be included
3. Achieve the very best of which they are capable
4. Have access to a rich, balanced and relevant curriculum
5. Demonstrate personal development and growth
6. Make good progress
7. Experience learning that supports the development of independence

All adults in school to:

1. Be well equipped to identify and meet needs
2. Identify children's needs early
3. Plan effective interventions
4. Evaluate and revise interventions regularly focusing on the impact they have had
5. Make adjustments as and when necessary
6. Monitor, track and report on the progress of pupils

All parents/carers to:

1. Be kept informed at all times
2. To have the opportunity to be involved at all times

1. Be happy and feel secure.

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise to celebrate achievement.
- Set suitable learning challenges.

2. Be included.

- All children to be given a sense of belonging whatever their social, ethnic or cultural background or individual need.
- Children to be fully included by making all reasonable adjustments to meet their needs.
- Wherever possible all children, regardless of individual need, to be given access to all areas of the curriculum.
- Provide a range of resources to suit particular individual or group needs e.g. braille, speech games.
- Differentiate within class teaching to enable all children to achieve their full potential.

3. Achieve the very best of which they are capable.

- All teaching staff take responsibility for all the provision for all pupils in their own class.
- Use effective assessment and monitoring.
- Provide high quality learning opportunities and materials.
- Use positive and supportive language with pupils.
- Intervene early to promote progress.
- Make effective use of outside agencies.
- Liaise effectively with parents and carers.

4. Have access to a broad balanced and relevant curriculum

- Plan differentially and set targets for individuals and groups.
- Make effective use of resources to support the delivery of appropriate and carefully planned interventions.

- Provide support in an effective manner.
 - Involve parents by providing formal and informal information.
5. Demonstrate personal development and growth.
- Use praise and positive language to reinforce all aspects of personal development.
 - Celebrate achievements focusing on the process and effort.
 - Involve parents in celebrating success and achievement.
 - Recognise and celebrate personal achievements as a whole school (Sharing Assembly, Stars of the Week, Certificates).
 - Personal development targets to be included wherever appropriate.
6. Make good progress
- Make effective use of assessment to inform needs – use of school and national assessment benchmarks. Use of Can-Do tool where needed.
 - Set SMART targets, which are reviewed regularly.
 - Use appropriate teaching styles to meet the needs of the children.
 - Encourage parents to be involved.
 - Celebrate achievement in all areas.
7. Experience wider activities leading to greater independence.
- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities.
 - Appropriate use of support staff.
 - Children to have individual responsibilities in school/classroom.
8. Make effective independent decisions.
- All children to be given the opportunity to make choices regarding certain activities.
 - Increase children's responsibilities in school where they can feel secure in their decisions.
 - Ensure the use of support from other adults develops and builds independence.
9. Be well equipped to identify and meet needs.
- Liaise regularly with parents and keep up to date with home situations/health etc.
 - Each member of teaching staff to have access to guidance including articles notes etc. To help with identification of particular difficulties and with ideas for teaching activities. This will be continually updated.
 - Effective communication with SENDCO and outside agencies to keep up to date with new developments.
10. Identify children's needs early.
- Early years staff to gain early information from parents.
 - Early years staff and SENDCO to liaise with outside agencies re difficulties which have been highlighted at a pre-school stage.
 - Use of Foundation Stage assessments to highlight areas of potential weakness at an early stage.
 - Regular communication with parents to ensure any concerns are noted/discussed and addressed.
11. Plan effective interventions.
- All targets to be SMART targets.
 - All planned interventions to be known to all staff working with the child e.g. Teaching Assistants.
 - Parents/carers to be seen as partners working alongside teachers to create an effective learning intervention.
 - Good communication with parents, outside agencies and SENDCO.
 - Where appropriate children to discuss their future targets and celebrate in their own achievements and attend or submit written viewpoint for review.
12. Evaluate and revise interventions regularly.
- Good communication between Teacher and Teaching Assistants etc. to ensure information about targets/children's progress is monitored.
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- Interventions to be reviewed and evaluated on a termly basis. Future planning to be based on this information.
- Progress to be regularly shared and discussed with parents/carers.
- Children to be involved where appropriate in discussing and evaluating their progress.

13. Parents/carers to be kept informed at all times.

- Class teacher to keep parents/carers fully informed from the initial concern.
- Information to be exchanged in a sensitive way.

14. Parents/carers to have the opportunity to be fully involved.

- Where possible to work in partnership with the school and outside agencies to meet the targets.
- To jointly celebrate success however small.
- To understand and be involved at all stages of SEND according to the Code of Practice.

Individual Education Needs

In line with SEND Code of Practice (2015) the school operates a single school-based category (known as personalised provision) for children who need extra specialist support. Interventions and support along with the impact they have had will be recorded in individual pupil inclusion passports, or on personalised pupil provision map.

All children will have access to targeted high quality first teaching and some identified children will have booster catch up in order to close any identified learning gaps. Children accessing these will not be identified as SEN.

SEND statements and learning difficulty assessments (LDAs) will be replaced with Education, Health and Care (EHC) plans taking children and young people up to the age of 25. From September 2015, new assessments of SEND will follow the new rules, and support will be provided through an EHC plan.

Existing statements and LDAs will remain in force until all children and young people have completed the transition. Transfers from statements to EHC plans should be completed within three years.

Identification & Monitoring-

The school will use and apply the definition of SEND found in the DfE's SEND Code of Practice 2015 and described at the start of this policy when considering if a pupil has a special educational need.

Areas of special educational need

The main areas of difficulty or need are set out in the SEND Code of Practice, Chapter 6. (6.28 – 6.35)

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical need

In addition to our whole school provision maps school will develop provision maps around these four areas.

These can be sub divided to give more detailed information.

1. Communication and Interaction Needs
 - Speech, language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)

2. Cognition and Learning Needs
 - Specific Learning Difficulty (SpLD)
 - Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)
3. Social, emotional and mental health Needs
 - Social, Emotional and Behavioural Difficulty (SEBD's)
4. Sensory and/or Physical Needs
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-SEND sensory Impairment (MSI)
 - Physical Disability (PD)

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The school also recognises that the most able children in the school may have Special Educational Needs i.e. Gifted and Talented children.

We believe that all children are vulnerable to stress caused by personal circumstance and many experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods, and this will be regarded as a special need.

Special educational provision will be made if children are not making adequate progress. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group expectations.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

If a child is not making adequate progress or there are other identified concerns with regard to their learning, action is taken which is additional to or different from that provided as part of the school's universal provision or 'quality first teaching' (see whole school provision map). This can and will take a range of forms and parents will be kept informed of the specific strategies and interventions in place for their child. This will be known as 'booster catch up' (see provision maps). This will be monitored and evaluated. If, following monitoring and evaluation, progress is still a concern, a referral to the inclusive education service can be made. This would be made following consultation with and consent from parents. The referral will be 'screened' by a panel from the inclusive education team who will decide if it meets the criteria for further support and if so which service is best placed to support the school and the child.

When a child is identified as having SEND the Class Teacher and SENDCO will:

- Ensure that the child's parents/carers are aware of the local authority's Parent Partnership Service.
- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.

- Use the curricular assessment and Foundation Stage information to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

Provision –

Our school offer is set out on our school website. The NYCC local offer can be accessed via this link - <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Where schools seek the help of external support services parental consent will be gained. Those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENDCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENDCO and class teacher, together with curriculum, English and Mathematics co-ordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

The resulting targets for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded continues to be the responsibility of the class teacher.

Monitoring and evaluating performance

'All teachers are teachers of children with SEND' (COP 2015 5.2)

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system. This includes:

- Monitoring and evaluating of interventions
- Careful and sensitive analysis of data examining the progress of different vulnerable groups (in our school context this is often individual pupils)
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies used
- Completion of statutory functions by the SENDCO related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- 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
- Self-evaluation against IQM standards

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

Complaints

Through consultation with everyone involved we hope that reasons for complaint will seldom occur. However, should anyone have cause for complaint, it should be brought to the attention of the SENDCO as soon as possible. In instances where the SENDCO is not available, it should be brought to the attention of the head teacher.

Complaints will be dealt with according to the usual guidance in school.

Where an issue is not resolved, or is an issue relating solely to SEND, parents will be signposted to the local Parent Partnership Worker – Judith Edney.

Extended Professional Support and Guidance

School Educational Psychologist – Alison McCoy

School Occupational Therapists – Katie Maillard

School Speech Therapist – Alison Reece

School Nurse - Alison Locke

School SEND advisor –Sandra Warriner

Autism Outreach (children with a diagnosis of autism)- Rachel Highman & Katherine Rice

Parent Partnership Worker – Judith Edney

Where appropriate the school also access professional guidance and support from North Yorkshires Enhanced Mainstream Schools (EMS) who provide specialist advice and guidance in relation to behaviour, social interaction and communication and Dyslexia. Where support is for an identified individual pupil parental consent will be gained before any support can be undertaken.