

Yenton Primary School

Special Educational Needs and Disability Policy

Revised in line with the new Code of Practice -2015

Reviewed by: V. Murray (SENDCo – since 2003)

Date: April 2017

Review date: Annually

Due regard has been given to the Equalities Act 2010

Fundamental principles:

Yenton Primary School offers a broad and balanced curriculum ensuring that all our children may realise their full potential both academically and socially, no matter what their level of need might be. We recognise that all of our children are individuals, with different needs and styles of learning. We offer an inclusive curriculum and adopt a variety of teaching styles and strategies to engage and motivate all our children. Essentially, any children within our school who are deemed to have any degree of SEND are given the same opportunities as other children. This policy sets out how children with additional needs receive the same curriculum but with differing levels of support and /or strategies.

Definition of Special Educational Needs and Disability:-

At Yenton primary School, we recognise that pupils learn at different rates and that there are numerous factors which may affect achievement, including ability, emotional state and maturity.

We believe that many pupils may develop an individual special educational need that differs from the rest of their peers at any time during their school career and we recognise that these can be short or long term.

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her. This provision will be additional to or different from that normally available in a differentiated curriculum. ANY School regards students as having a Special Educational Need 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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must 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.

Aims and objectives

Aims:

At Yenton Primary school, our aim is to ensure that the whole school community has the highest expectations for children with SEND and that there is a real focus on the outcomes, not just hours of provision.

Objectives:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** Information is gathered from parents, education, health and care services prior to a child's entry into school or part way through a child's school career if needs arise later. These needs will be assessed, planned for and regularly reviewed, following the Assess, Plan, Do, Review cycle.
- **Progress of all pupils is monitored** in order to aid the identification of pupils with SEND. The continuous monitoring of those pupils with SEND will help to ensure that they reach their full potential. And to ensure that any support in place is having the desired outcomes.
- **All children with SEND are offered full access to a broad and balanced curriculum.** Appropriate provision is made for each child with SEND in order to overcome all barriers to learning. This includes differentiated work and additional strategies and support put in place in order to meet their needs in a cohesive way. Staff are trained through INSET and individual training courses to raise their awareness and offer guidance.
- **A whole school approach is adopted towards SEND.** Every teacher and staff member takes responsibility for children with SEND. As the Code of Practice clearly states:-

'All teachers are teachers of children with special educational needs.'
- **Work with parents.** All parents and carers with SEND are encouraged to be involved in all stages of their child's education, ensuring that we gain a better understanding of their child. **Parents are asked to attend termly reviews and have the option to contact class teachers and the SENDCo. between times.** This also includes supporting parents in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- **That all our children have a voice** in this process and actively participate in target setting and their own assessment. Wherever possible, the child is at the centre of any new target setting and review process. They are encouraged to voice their own needs and how we can best support them. If vocalising these needs are difficult for an individual child, different approaches and strategies are used. For instance, the use of visual picture cues.
- **Maintain close links with outside agencies.** When a child's needs cannot be met by the school alone, Yenton Primary receives further support from specialist support agencies. These support services can be contacted at any time during a pupil's career. **Staff may advise that a particular agency or agencies would be beneficial or a parent may ask for this support. At Yenton Primary School we have access to several outside agencies, including services which support communication needs, learning needs, medical, mental health and behaviour. We also have access to an Educational Psychologist and Speech Therapist who are directly employed by the school. These services offer support and advice to parents and school staff, as well as, work with individual pupils.**

Identifying Special educational Needs

Identification:

See definition of Special Educational Needs at the start of this policy.

A graduated approach: 'Every teacher is a teacher of SEN'

Quality first teaching: 'The baseline of learning for all pupils.'

A continuous cycle of planning, teaching and assessing is an intrinsic part of the work at Yenton Primary. Teachers take account of each child's individual needs, abilities, aptitudes, and interests and plan accordingly. The majority of children will progress within these arrangements. However, some due to a variety of reasons, may not. In school, we use a variety of different ways to identify whether a child has special educational needs. Some of these include:

- Information from parents and carers.
- Information from the child.
- Information from previous school or nursery settings.
- Observations.
- Pupil progress meetings.

- Assessment on entry and at the end of reception provides a base line for identifying children who are not making the expected amount of progress.
- Teacher assessments inputted every half term and used to track progress of our children, again highlighting children.
- Individual SEN assessments are used as additional tools to highlight areas of specific weakness.
- Diagnostic assessments for reading, memory, comprehension, number and spelling may be used by external agencies.
- CRISP, which is for more pronounced difficulties but may be required on a new child entering the school.

There are certain factors which are not classified as SEN but may impact on progress and attainment and include attendance and punctuality, health and welfare, EAL, disability and being a looked after child. A crucial part in assessing the individual needs of a child involve looking at the whole child and may involve one or more of these additional factors.

The New 0-25 Code of Practice 2015 states that there are four main areas of SEND and these areas are highlighted in the following situations. Children may be seen as needing provision which is additional to or different from that provided as part of normal class teaching and learning when they:

- **Communication and interaction**
 - Have communication or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.
- **Cognition and learning**
 - Make little or no progress even when teaching approaches are targeted particularly in a child's area of weakness.
 - Make slow progress in English and Maths skills.
- **Social, emotional and mental health difficulties**
 - Present persistent emotional or behavioural difficulties, despite behaviour management techniques employed by the school.
- **Sensory and/or physical**

- Have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment and materials.

A Graduated Response to SEN

All staff have a responsibility for identifying children with Special educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way and they have the overall responsibility for all children's progress within their class, including those with additional needs.

The progress made by all pupils is regularly monitored and reviewed. In our response to meeting the needs of pupils with SEND, we adopt the **Assess, Plan, Do, Review cycle** outlined in the SEND Code of Practice 2015.

Class teacher or parent raises concerns about progress despite quality first teaching and appropriate support:

Any initial concern registered by a member of staff or parent is always addressed by quality first teaching and differentiation, targeted at their areas of weakness. The child will be monitored carefully, a record made and progress closely viewed through the school's assessment procedures. Evidence and information is gathered about the individual child in order to best support their needs at a more informal level at this point. For instance, the views of the parents and the child are crucial. **Discussions with the pupil, parent and staff members are held with the aim being to adapt the curriculum to suit the needs and style of learning for the individual child. This may include breaking down written work into manageable chunks, using picture cues or adopting a more kinaesthetic or hands on approach to learning.**

Under the 0-25 SEND Code of Practice 2014, there are two categories of special educational need: SEN support and Education, Health and Care Plan (EHCP).

Class teacher, SENDCo. and parents meet to agree a targeted plan of support:

Targeted Support This is an action or provision which is additional to, or different from what is available to all. Pupils benefiting from targeted support will have targets set in the form of an Individual target Plan and/or a pupil passport, depending on needs, which will include the following information:

- Background information about the pupil's difficulties, strengths and interests

- Short-term targets and desired outcomes
- Classroom differentiation **whereby the work is pitched to meet the needs of a group of children or, on occasion an individual child.**
- Targeted and or specialist support strategies to remove barriers to learning. This may include strategies such as a task board which breaks down tasks into clear steps.
- Ideas how parents can support their child's learning at home.

Specialised Support If the school has evidence that a child is making insufficient progress despite significant and appropriate intervention, they will require specialised support. This is usually when outside agencies become involved, working with the child, teachers, teaching assistants, parents and SENDCo.

As already stated, Yenton Primary school has access to many professionals through outside agencies. These include health professionals, social care and voluntary organisations.

These outside agencies may provide advice on the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of a child's progress. **In addition, outside support agencies work closely with school staff to ensure the best possible provision is in place for a pupil. They may also be involved with supporting pupils who are moving to secondary school, preparing this transition with key staff in their next school and ensuring that adequate provision is in place. They may also support the pupil, preparing them for this transition.**

Education, Health and Care Plans (EHC Plans)

Education, health, care Plans have now replaced statements

In a minority of cases, when a child is still demonstrating significant cause for concern, a request for an EHC Plan will be made by the school to the Local authority.

The Local Authority will then consider the evidence provided from all education and health care professionals involved with the child. Ultimately, they will decide the nature of the provision necessary to meet the needs of the child.

The child's class teacher, specialist support agencies and SENDCo. will decide on the targeted support appropriate for individual children and may take a variety of forms:

- Differentiated tasks and adapted to the individual need

- Specific targets set and a pupil passport given, outlining the best approaches and support needed to support the individual child.
- Adaptations to the learning environment. **For instance, a quiet area, with very little stimulus, may be required.**
- Specific resources to suit the individual need. For instance, specialised IT programs or equipment.
- Adult support in whole class setting. **This may involve some 1:1 support within certain areas of the curriculum.**
- Small group work
- One to one work

Monitoring and Evaluation of SEND

The following procedures provide regular and careful monitoring for assessing the effectiveness of Yenton Primary School's provision for pupils with SEND:

- Reports to the Governing Body
- Pupil and parent views shared during SEND Review meetings and also when developing and reviewing a child's pupil passport or individual target plan (ITP).
- Pupil and parent views shared during person centred reviews or EHC Plan review meetings. **During these reviews the opinions of both parents and pupil are crucial. Success is celebrated but areas of development are highlighted so that new strategies and programmes of work can be put in place.**
- Pupil progress meetings and data tracking.
- Regular updating of and evaluation of pupil passports and Individual target plans. **If a specific intervention or programme of work is not being successful this is changed and adapted. If certain strategies are no longer working it is crucial that they are also altered to match the ever changing needs of individual pupils.**
- Regular learning walks and book scrutiny feedback.
- Discussions and feedback from teaching assistants.

Training and Resources

All staff receive training in a variety of ways and to cover specific areas relating to SEN provision. This includes:

- Whole school training and support to improve teaching and learning of all children, including children with special educational needs. For instance, Autism, Dyslexia, new SEND legislation and implications.
- Support staff may have responsibility for certain areas of SEND, for instance ASD and may attend training courses in order to extend their knowledge and level of expertise in their own specific area. This knowledge and expertise is then passed on to other members of staff through team meetings and small group sharing exercises but also by working alongside another teaching assistant and passing on skills.
- The SENDCo is trained in specific areas and regularly updates knowledge through training courses, such as ASD Level 3 and approaches to reviewing and understanding children through a person centred approach. The SENDCo meets with staff to discuss particular strategies, resources and provide advice for children with additional needs.
- Resources are allocated to support children with identified needs and this is constantly evolving as needs arise and change. This not only includes specialist equipment but also human resources.

Roles and Responsibilities

Yenton Primary School recognises that provision for children with Special Educational Needs is a matter for the whole school. Roles and responsibilities with regard to SEND are designated in the following way:-

Headteacher

The Head teacher is responsible for the management of all aspects of the school's work and ensures the provision of children with SEND are fully met. More specifically, this is achieved through:-

- Allocating roles and responsibilities.
- Regular liaison with the SENDCo., staff, support services, parents and pupils.
- Keeping the Governing Body fully informed, including how funding is allocated to support SEND children.
- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEND budget to secure provision for children with SEND.
- Delegates the organisation of review meetings to the SENDCo.

SENDCo.

- Plays a key role in delivering and overseeing the strategic development of the SEND policy and provision.
- Monitors the needs of SEND children together with the Head teacher, class teachers and teaching assistants.
- Assists and advises the teaching and assessment of children with SEND.
- Oversees the records of all children with SEND.
- Organises annual and termly reviews.
- Liaises closely with class teachers, assisting with target setting for children with SEND, ensuring the impact of SEND interventions are assessed and altered if necessary.
- Meets regularly with the Head teacher to discuss individual children, resources and use of time.
- Manages a range of resources, including support staff, to enable appropriate provision to be made for children with Special Educational Needs.
- Ensures that the school's SEND register and provision map is updated regularly.
- Tracks the progress of children on the SEND Register and those children who may also need intervention.

- Liaises closely with external agencies and support services, including medical who can offer advice and support to help pupils overcome any barrier to learning.
- Meets regularly with parents and pupils to discuss and support needs and progress, ensuring that parents and carers are involved fully in supporting their child's learning.
- Reports to Schools Governors, as requested by the Head teacher and liaises with the designated school governor for SEND.
- Leads INSET on SEND in school as appropriate and keeps their own skills updated by reading, researching and attending INSET on SEND and related external courses. Also, ensures that school staff attend appropriate training to update and improve their knowledge of specific areas of SEND.

Class Teachers

- Monitor the progress of all pupils, identify, plan and deliver any additional support for pupils with additional needs.
- Write individual target plans, share and review these each term.
- Ensure parents are aware of concerns and fully informed at all stages.
- Work in partnership with parents, the SENDCo, teaching assistants and outside agencies to support individual needs.
- Maintain an SEND file which includes relevant targets for SEND children.
- Ensure that Teaching Assistants are supporting pupils in their class, as directed.
- Ensure that the Head Teacher and other colleagues are aware of children's needs.
- Provide appropriately differentiated work, personalising teaching and learning, in order to fulfil the needs of the child, having high expectations for all children in their class.
- Attend appropriate INSET and courses.
- Ensure that the school's SEND policy is followed in their classroom.

Teaching Assistants

Under the guidance of the Class Teacher and the SENDCo.

- Work with children on specific activities and learning programmes.
- Keep updated records of work with individual children, as requested.
- Support children in class, as well as, working individually with children and in small groups.
- Attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.
- Some Teaching Assistants may hold specific skills or have areas of expertise where they may be asked to share their knowledge through INSET training. Or, they may be asked to observe children within the class environment and offer strategies and support to other staff members.

School Governors

At Yenton primary School we have a named SEND Governor who is responsible for SEND and her name is Tracey Baxter. Her role is to liaise with the SENDCo. on a regular basis and to ensure that all children with special educational needs get the required support so that they can fully access the curriculum and participate fully in the life of our school. The SEND governor is the link between school and the Governing body in relation to pupils with SEND and ensures that any concerns can be raised, discussed and resolved.

Storing and Managing Information

All SEN records are confidential. The SENDCo. will keep and update the SEN database and ensure that all SEND records are stored securely. When a child transfers to another school all records are transferred by hand to the new school.

Supporting Pupils and Families

At Yenton Primary School we work closely with parents and carers to ensure the best possible support and outcome for any child with special educational needs. As a school we endeavour to ensure a high level of communication is available and we do this in a variety of ways.

- A minimum of termly meetings with the class teacher and SENDCo.

- Information on the school website (link to Local Offer here).

Throughout this policy the types and level of support have been referred to. More information is made available through the school's local offer. You will be able to find additional information, including the names of support agencies and what they do, as well as pastoral support on offer and our complaints procedures.

- Admission information
- Parents' evenings.
- Direct appointments made with school staff.
- Regular curriculum information and newsletter ensuring parents and carers are fully informed about upcoming events and topics covered.
- A variety of other methods of communication can also include phone calls, home/school books, letters, certificates and reward charts.
- The SENDCo. is contactable through the main school office and appointments can be made accordingly on both a formal and informal basis.
- Parent drop –in sessions.
- **Support for children between phases. This includes liaising with secondary schools; adapting pupil passports; holding meetings between schools, parents and pupils to ensure the best provision will be in place and that transition between phases runs as smoothly as possible.**

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