



New York Primary Federation
Federated with
Frithville Primary Federation

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Plan approved by Governors

Review in Summer 2017

Signed on behalf of Governors: **Sue Brackenbury** Date: **14/07/2016**

Presented to the governors for approval.

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National Award status: Postgraduate Certificate in Special Educational Needs Co-ordination achieved in 2013

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1. INTRODUCTION

This policy has been drawn up in consultation with the whole staff and governing body to provide a framework for the identification of and provision for children with Special Educational Needs and/or disabilities across the Frithville and New York Federation. This policy outlines our aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities and policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014)

2. BELIEFS AND VALUES

Across the federation we aim to enable every individual regardless of ability to achieve their full potential. We provide a secure learning environment in which children can prepare for future life. We aim to enable children to become life-long learners, developing a thirst for learning and to become good citizens equipped for the challenges of the 21st century.

Our motto is – It's a safe place to make mistakes!

We consult with parents and seek to provide early identification, diagnosis and the meeting of those needs when necessary.

As a Federation we feel the well-being of a child is important in order for them to achieve and get the best from their school. We strive to support our children in their emotional, social, physical and academic development. Our belief is that every child deserves to succeed regardless of his or her ability.

Across the Federation the SEND Policy is one of Inclusion. We strive to make our teaching more innovative and responsive to the diverse needs of every child, and to help each child including those with Special Educational Needs and Disabilities to achieve their full potential.

We regularly review: -

- Groupings of children
- Our teaching styles
- The accessibility to curriculum materials for all children
- Special Educational Provision

3. AIMS AND OBJECTIVES OF THE POLICY

In our Federation, every teacher is a teacher of every child, including those with SEND and we aim to:

- Create an environment that meets the needs of all pupils

- Have high expectations for all children including those with special educational needs and/or disabilities
- Ensure that the special educational needs of children are identified, assessed and provided for, as set out in the SEND Code of Practice (2014)
- Enable all children are included fully in all classroom and out of school activities
- Work in partnership with parents/carers so that they may support their child's learning
- Enable every child to feel and be successful with their learning and develop their self esteem

The Federation seeks to develop an inclusive curriculum that promotes positive attitudes towards cultural diversity, gender equality and people with special educational needs. Our objectives are:

- To provide a physical environment that promotes access to the curriculum for all children. Taking into account any special need e.g. lighting, seating, acoustics, steps.
- To respond to pupil's diverse learning styles through flexible teaching styles and appropriate groupings
- To provide accessible curriculum materials
- To involve pupils in decisions relating to their own learning
- To work within the guidance provided in the SEND Code of Practice (2014)
- To develop and maintain effective partnerships with parents
- To provide support and advice for all staff working with pupils with SEND
- To operate a 'whole pupil, wholes school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will oversee the whole school approach to the inclusion of pupils with SEND.

4. DEFINITION OF SEND

Children have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- 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 mainstream schools.

Special educational provision for children of two or over is educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

5. AREAS OF NEED

There are four broad areas of need as defined in the SEND Code of Practice 2014. Whilst these four areas give an overview of the range of needs that should be planned for within a school setting, the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our Federation we identify the needs of the pupils by considering the needs of the whole child and not just the child's special educational need.

a) Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others

b) Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

c) Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

d) Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

6. DISABLED PUPILS

Many children who have SEN also have a disability under the Equality Act 2010. A disability is defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes sensory impairment, asthma, diabetes and epilepsy. Children with a disability do not necessarily have SEN.

7. OTHER BARRIER TO LEARNING

The following are not included in the definition of SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman
- Behaviour - if behaviour is a concern then school will aim to identify and underlying need which the behaviour may be a response to

8. A GRADUATED APPROACH TO SEND SUPPORT

The class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. It is their responsibility to provide quality first teaching for all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Pupils who are not making expected progress will be provided

with appropriate intervention and personalised teaching in the first instance. The Code of Practice (2014) suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and quality first teaching that personalised to them.

The progress of all pupils is regularly assessed by class teachers and those children that are not making expected progress are identified. It may be that their progress is slower than that of their peers, has recently declined or that they are not making adequate progress to close the attainment gap between themselves and their peers. Where intervention and personalised teaching targeted at their areas of weakness has little impact on their progress then the SENDCO will assess whether the child has a special educational need.

The school adopts an Assess – Plan – Do – Review cycle which involves the child and his/her parents at every stage:

Assess

Individual assessments are made to determine a pupil's specific needs

Plan

A plan is formulated to include: inclusive quality first teaching; targeted interventions; clear targets and a date for review

Do

Teachers work closely with teaching assistants to ensure the agreed plan is implemented

Review

Outcomes are tracked, views of teachers, support staff, pupils and parents are gathered and changes to the plan are considered

All children with SEND are recorded on the school's SEND register

9. MANAGING PUPILS NEEDS ON THE SEND REGISTER - SEND SUPPORT

Once it has been identified that a child has a special educational need, a meeting will be held with parents/carers to discuss the provision to be made to meet the needs of the child. The child will be involved in the discussions at level appropriate to their age and development. An Individual Education Plan (IEP) will be written detailing the child's needs, targets, strategies and provision to help meet these targets. It will also specify a review date on which all participants will meet to discuss the impact of the support and interventions provided and be involved in planning the next steps.

Where a child continues to make less than expected progress, despite the support of evidence based interventions that are matched to the pupil's needs, the school will consider seeking the advice and support from specialists and outside agencies. Parental support will always be requested before involving a specialist.

Specialist services may include, but are not limited to:

- The Specialist Teacher
- The Educational Psychology Team
- Speech and Language Therapy (SALT)
- Behaviour Outreach Support Service (BOSS)
- Child and Adolescent Mental Health Services (CAMHS)
- The Working Together Team (TWTT)
- Occupational therapists
- Physiotherapists

10. EDUCATION, HEALTH AND CARE PLANS (EHCP)

For the majority of children with SEND their needs will be met by the school stage SEN Support and by the resources made available through the delegated funding arrangements. For a minority however, those with complex and severe needs, the school or parents may consider requesting an Education, Health and Care needs assessment.

An Education, Health and Care needs assessment involves the LEA working with the parents, the school and other agencies as appropriate. Following an assessment a child may be issued with an Education, Health and Care Plan. This will include:

- The views and interests of the child and his/her parents
- A description of the child's special educational needs
- The child's health needs which are related to their SEN
- The child's social care needs which are related to their SEN
- Long term outcomes for the child and arrangements for setting shorter term targets by the school
- SEN provision required
- Health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN
- Any social care provision that must be made for a child
- Social care provision reasonably required by the learning difficulties or disabilities which result in the child having SEN
- Name and type of school, maintained nursery school, post-16 institution or other institution to be attended by the child
- Personal budget details if applicable
- Advice and information gathered during the EHC needs assessment must be attached (in appendices)

The EHC Plan must be reviewed and submitted to the Local Authority at least once every 12 months. More regular reviews using the Assess-Do-Review cycle will be carried out in school.

11. TERMINATION OF SUPPORT

If at the review meeting it is felt that the child has met their targets and that SEND support is no longer required then the children will be removed from the SEND register. The child's attainment will continue to be monitored closely to ensure that good progress continues.

12. STORING AND MANAGING INFORMATION

All documentation will be kept in the SEND cupboard and will be supervised by the Headteacher/SENDCO. All records will be passed on to a child's receiving school when they move on to another school, as will the records for any child that has exited the SEND register.

13. ROLES AND RESPONSIBILITIES

a) Class Teacher:

- Deliver quality first teaching
- Differentiates activities and teaching to respond to the strengths and needs of all pupils
- Sets high expectations for all children
- Responsible for the progress of all pupils including those with SEND
- Identifies pupils requiring support in the class he/she teaches and consults with the SENDCO for advice and/or support so that early intervention can be implemented
- Keeps notes for child's SEND file relating to their IEP* targets and liaises with SENDCO and parents, (these files are kept in the SEND cupboard/ Headteacher's Office and are kept secure, the class teachers have free access to these files).

- Liaises with SENDCO for strategies, structure and plan and implement intervention that is detailed in the pupils IEP
- Directs support from Teacher's Assistants and volunteers to work with individuals or groups of children
- Liaises with the SENDCo in writing and reviewing IEPs
- Liaise with parent and other agencies when appropriate
- Involves pupil in the planning and review of his/her IEP
- Assess and record learning in response to IEP targets and pupil progress.

*IEP's are working documents and are used in all teaching. These are accessible in the classroom, but remain confidential

b) Teaching Assistants:

The school acknowledges the value of using Teaching Assistants in helping to implement the tasks described in IEP's. Training and appropriate visits to other schools will be offered as required to all Teaching Assistants.

Teaching assistants will support the teacher and pupils by:

- Supporting the learning of all pupils through individual and group work
- Supporting the class teacher to deliver effectively targeted interventions
- Encouraging and promoting pupil independence
- Feeding back to the class teacher and SENDCO the impact of targeted interventions

c) SENDCO:

- Oversee the day to day running of the school's SEND policy
- Arranges meetings with parents and staff and keeps running notes on such discussions
- Keeps SEND Governor well informed about provision, training and levels of need
- Supports the staff in setting up and maintaining special needs procedures
- Offers advice and help with the identification of SEND
- Maintains the school's SEND register
- Liaise and advise teachers and teaching assistants on the development of intervention programmes and IEPs
- Coordinates provision for children with SEND
- Monitor the progress of pupils on the SEND Register and identify 'areas of need' within the school
- Monitor the impact of intervention programmes
- Discusses with the class teacher appropriate use of outside support agencies
- Provide opportunities for in-service training on special needs issues

d) SEND Governors:

Maintain an informed and up-to-date overview of the provision within the school for pupils with SEND

- Liaise with the SENDCO regularly to review the progress made by pupils with SEND
- Update the governing body on the effectiveness of the provision for pupils with SEND
- Keep up to date with new developments and requirements for SEND provision
- Regularly observes work with pupils with SEND in the classroom
- Looks at a sample IEP and records for pupils with SEND
- Informs the full Governing Body on latest developments in SEND, and attends SEND training

e) **Governing body:**

- Admit to the school a child where the school is named in an EHCP
- Ensure that appropriate provision is being made for each child with SEND
- Monitor how the budget is used to support pupils with SEND
- Review the SEND policy annually

The Governors are responsible for evaluating the success of the Federation's special needs provision. The points to be considered during evaluation include:

- Is the education provided to all pupils, inclusive?
- Is the Federation being successful in removing barriers to achievement?
- Are the children with SEND being identified successfully?
- Is appropriate support being implemented?
- Have the views of the child and his/her parents been represented?
- Are children's individual targets being met?
- How are external agencies used to support children with SEND?
- Are children with SEND making expected or better than expected progress?
- Are termly records up to date?
- Are budget details updated annually

14. STAFF DEVELOPMENT

Staff are given regular opportunities to develop their skills and confidence in working with children with special educational needs. Governors will be informed of school-based training and invited to attend. Staff will be involved in developing practices, which promote whole school approaches to special educational needs.

The SENDCo, class teachers and teaching assistants will have opportunities to attend specific courses which are of interest and have a particular bearing on the children they are supporting.

All staff have access to the Special Educational Needs and Disabilities Policy and regularly discuss, observe and share good teaching practice.

15. SUPPORTING PUPILS AND FAMILIES

a) **Links with Parents**

The Federation will promote a culture of co-operation with parents by:

- Ensuring all parents are aware of the arrangements for special educational needs
- Informing all parents when a child is placed on the SEND Register and offer the opportunity for discussion
- Holding formal consultations between the SENDCo, class teacher and parents to discuss the child's needs and approaches to addressing them
- Holding termly consultations with all parents of children with special educational needs
- **Undertaking Annual Reviews for children with EHCP.**

Parents/carers are involved with the identification and understanding of a child's difficulties. The Federation sets up a partnership between parents/carers, pupil and teachers so that they all take an active role in supporting learning. Teachers provide regular opportunities, on a formal or informal basis for parents/carers to discuss their child's progress. Parents are given the opportunity to discuss their concerns with the SENDCo/class teacher when required.

The school acknowledges the parents/carers rights to have their wishes take into account concerning special needs provision and to have access to all written reports etc. about their child.

b) Pupil Participation

In our Federation we encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Incorporating their views in every aspect of their education
- Encouraging independence.
- Providing the pupils with regular opportunities to discuss their progress.

c) Links with other schools

Our Federation will ensure that all transfers between schools are planned, monitored and supported to ensure the successful outcomes for children. We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.

16. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school will also follow the statutory guidance for governing bodies of maintained schools and proprietors of academies in England provided by the DFE:

Supporting pupils at school with medical conditions - September 2014.

Reference: DFE-00393-2014

Please see [Supporting Children with Medical Needs policy](#)

17. MONITORING AND EVALUATION OF SEND PROVISION

The success of the school's Special Educational Needs and Disabilities Policy and Provision is evaluated through:

- Monitoring of classroom practice by SENDCo, Headteacher and subject leaders
- Analysis of pupil tracking data and test results for groups of and individual children
- Impact analysis of intervention programs
- Federation self-evaluation
- The Federation Improvement Plan.

18. COMPLAINTS PROCEDURE

Complaints regarding the Special Educational Needs and Disabilities Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENDCo. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If however, parents are still concerned they may contact the Special Educational Needs and Disabilities Governor and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer them to the mediation service. The Federation will inform parents of these services.

19. This policy is available to download from the school websites at:

www.newyork.lincs.sch.uk/SEND and www.frithville.lincs.sch.uk/SEND along with the school's Local Offer, which provides detailed information about the school's SEND provision.

This policy is reviewed annually.