

Hemingbrough Community Primary School

Policy for Special Educational Needs and Disabilities (SEND)

*This policy is in line with the Draft Code of Practice 2014,
statutory wef September 2014*

Date of Next Review	Nov 2019	Responsibility	Full Governing Body
Date of Policy Creation Sep 2014			
Date of Policy Adoption by Governing Body October 2017		Signed: Sarah Chappell Headteacher Signed: Ben Bowers Chair of Governors	
Method of Communication Website			

Abbreviations used:

ASCOS	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

Aims

At Hemingbrough Community Primary School we aim for our children to:-

1. Be happy
2. Have their views considered and valued according to age maturity and capability.
3. Have access to a broad, balanced and relevant curriculum
4. Achieve their very best
5. Make good progress
6. Be included in all aspects of the school day

We aim for our teachers to:-

7. Be well equipped to identify and meet needs
8. Identify children's needs early
9. Plan effective interventions
10. Regularly evaluate and revise interventions

Professionals who work with the fifth of children and young people who have a special educational need should strive to enable them to achieve at school and college, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community. (Vision statement, Draft Code of Practice 2013)

Objectives of the policy

Objectives

1. Be happy
 - Provide a secure and caring environment
 - Use positive and supportive language
 - Use praise to celebrate achievement
 - Set suitable learning challenges
 - Provide opportunities to parents/carers and children to celebrate achievement together
2. To consider the views of the child, taking into consideration age, maturity and capability.
 - Provide opportunity for the child to:
 - express their feelings
 - participate in discussions
 - indicate their choices
 - review their own progress
3. Have access to a broad and balanced curriculum
 - Plan differentially and set targets for individuals and groups within a provision mapping model.
 - Provide support in an effective manner
 - Involve parents/carers by providing formal and informal information
4. Achieve their very best
 - The class teacher remains responsible for working with the child on a daily basis and is involved in the planning and implementation of suitable interventions
 - Use effective assessment and monitoring (formative and summative assessment, Foundation Profile, Teacher Assessment, observational assessment, parental views).
 - 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
5. Make good progress
 - Use effective assessment, monitoring and review procedures
 - Relate action to individual needs
6. Be included in all aspects of the school day
 - School should be warm, welcoming and open to all pupils, parents/carers in order to make school a positive experience

- Ensure that all pupils are able to join in the activities of the school, taking into consideration individual needs and efficient use of resources
 - For most pupils extra help will be provided within the classroom. managed by the class teacher. Where it involves spending some time outside the classroom, it will nonetheless be in the context of the inclusive curriculum
 - Provide an appropriate physical environment
 - Provide a positive and supportive school ethos
7. All teachers to be well equipped to identify and meet needs
- Teachers and support staff will have access to relevant professional development (LA courses, INSET, available information)
8. Children's needs to be identified early
- Make use of existing information from parents/carers and relevant agencies to provide a starting point for the development of an appropriate curriculum for the child
 - Use the school assessment procedures
9. Planned interventions to be effective under a model of provision mapping interventions.
- Interventions may include:-
 - grouping for teaching purposes
 - additional human resources
 - teaching methods, taking into consideration the learning styles and individual needs of the child
10. Interventions to be evaluated and revised regularly
- Planned formal meetings between SENCo and class teachers, taking into account information from others involved with the child, including parents/carers.
 - SENCo available for ongoing informal discussions with staff and parents/carer

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
- 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. (CoP 2001, due for revision Sept 14)

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 and arrangements for coordinating Inclusion and SEND provision is as follows:

The SENCo is responsible for co-ordinating the day-to-day provision of education for pupils on the SEND register

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The Role of the SENCo will include:

- overseeing the day-to-day operation of the school's SEND policy
- working with English and Maths subject leaders and the senior management team to identify children who need additional and different support
- In liaison with the Intervention co-ordinator, co-ordinating provision for children with SEND
- liaising with and advising fellow teachers
- providing advice and support for Teaching Assistants
- reviewing job descriptions and setting performance management targets for teaching assistants
- overseeing records of all children with SEND
- liaising with parents/carers of children with SEND
- contributing to staff training
- liaising with external agencies, including LA support and educational psychology services, health and social services and voluntary bodies
- attending SEND meetings and training sessions and disseminating to colleagues knowledge and research pertaining to SEND
- arranging Annual Review meetings for children with Education, Health and Care Plans.

The Role of the Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed and will also work closely with the SENCo.

The Role of the Governing Body and the SEND Governor

The Governing Body will, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for all pupils, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The SEND Governor will liaise with the SENCo and feed the updated information into the Governors meetings.

The Role of the Class Teacher

It is the responsibility of all staff to:

- recognise that each child at our school is special
- recognise that each child will have their own individual strengths
- recognise and nurture the talents of each child

Teaching children with SEND is a whole-school responsibility.

“All teachers are teachers of children with special educational needs”

Each teacher is responsible for his/her class and will identify learning objectives for all the children in the class and will provide a differentiated curriculum which will help the children to achieve those objectives. The class teacher will ensure that all children are fully included in all class activities and the full life of the school.

The Role of the Teaching Assistants

- Teaching Assistants will support teachers in enabling children with SEND to have access to an appropriate curriculum.
- Teaching Assistants have an important part to play in promoting the inclusion and independence of all children.
- Teaching Assistants enable the Class Teacher to spend high quality time with vulnerable children and those with SEND.
- Teaching Assistants access daily liaison time with the Class Teacher for planning, preparation and discussion regarding effective deployment.

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 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 pupils have individualised targets

- Provision maps are on display 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.

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 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 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

‘All teachers are teachers of children with SEND’ (draft CoP 2013 5.2)

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
- Focused 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 (e.g. part 7)
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- 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
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND