

# SEND POLICY

## SOWERBY COMMUNITY PRIMARY SCHOOL



# SEND POLICY (Special Educational Needs & Disabilities)

**Aiming to be a world class school where every individual is inspired with a lifelong love of learning.**

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In keeping with all other school policies, our SEND policy reflects our core ethos: that every young person matters and that all pupils have equal access to opportunities to learn and achieve within a caring and respectful environment. We recognise that pupils' learning styles differ. Recognising these differences and responding positively to them prevent them to being barriers to achievement.

This Policy document includes the following:

- Definition of SEND
- Statements of Intent
- Identification and Assessment
- Provision
- Specialist Provision as an EMS
- Progress
- Liaison
- Staff development
- Procedure for Complaints
- Appendix 1 - SEND Targeted Support, SEND Specialised Support
- Appendix 2 - Educational Health and Care Plan
- Appendix 3 - Description of 'Wave' Provision

Pupils have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Pupils have a *learning difficulty* 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 schools within the area of the local education authority
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.
- Pupils 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.

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## Statement of Intent

- The Governing Body and teaching staff will ensure that the necessary provision is made for any pupil who has special educational needs and disabilities. The SEND Strategy will ensure that pupils' needs are identified and met through an agreed process of referral and appropriate provision within the school.
- The staff and governors in the school will be aware of the importance of identifying and providing for those pupils who have special educational needs.
- The Head teacher, staff and governors will report annually to parents on the provision for pupils with special educational needs
- In line with our Inclusion Policy the school will ensure that pupils with special educational needs will fully participate in the life of the school. Wherever possible arrangements and adjustments will be made to ensure they can take a full and active part.
- The SENCO will regularly attend NYCC network meetings, as well as North Star Alliance network meetings and there will be a positive working relationship between the SENCOs at the cluster Primary Schools and the teacher in charge at Enhanced Mainstream Provision Schools. (EMS)

## Identification and Assessment

*'All teachers are teachers of pupils with special educational needs'*

SEND Code of Practice 2014

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with specific and/or additional needs, an enhanced level of provision may be required to support their learning to enable them to make progress.

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## Graduated response

- We will adopt a graduated response to meeting special educational needs. This firstly requires the initial use of classroom and school resources before bringing specialist expertise.
- We recognise that the adjustments made in Subject-based, Quality First Teaching may not be enough to meet needs. For these pupils, additional provision is made at Waves 2 (Small Group) & 3 (1:1 -Additional and Different) after careful assessment and consultation with parents. - see Appendix 2
- When a young person is identified as having special educational needs, the school will intervene as described in Appendix 1 at SEND Targeted Support. Such interventions are a means of helping schools and parents match special educational provision to individual pupil needs.
- Where appropriate, the pupil's class teacher or a teaching assistant who works closely with them will, through Pupil Voice, determine strengths, needs and required interventions at Wave 2 and Wave 3. Class teachers will then devise an Individual Provision Map (IPM) to communicate this to school staff or supply teachers.
- When a pupil fails to make progress in spite of additional provision, further advice will be sought from external agencies following a discussion with parents.
- For those pupils with identified needs who are transferring to the school at any stage, key staff (i.e. SENCO, Class Teachers) will:
  - use information from the sending school to make appropriate adjustments at Wave 1 to support the pupil within the class;
  - ensure that on-going observation and assessment provides feedback about the pupil's achievements to inform future planning of the pupil's learning;
  - involve the pupil in planning his/her Individual Provision Map;
  - involve the pupil in planning and agreeing targets to meet their needs.

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## Provision

### Staff

All staff are involved in the provision for pupils with SEND. The following have key responsibilities:

- Head Teacher
- SENCO /Inclusion Co-ordinator
- Class Teachers
- Teaching Assistants
- Chair of Governors
- Governor with responsibility for SEND

### Roles

#### The Governing Body....

- Endeavours to ensure pupils with special needs and disabilities are identified and that necessary provision is made for students with SEND;
- Ensures that a student with SEND has the opportunity to be fully integrated into the life of the school;
- Ensures that parents are fully involved in SEND processes regarding their child;
- Reports annually on the school's policy for SEND.

#### The Head Teacher...

- Liaises with the Deputy Head Teacher, SENCO and governors to ensure that SEND pupils receive the appropriate provision and resourcing according to their individual and collective needs.
- Together with Deputy Head Teacher, reports termly to the Governing Body.

#### SENCO - Teacher in charge of Inclusion

- Leads the school in terms of the inclusion of pupils with SEND, in support of the Head Teacher's duties as above, contributing to the strategic development of SEND inclusion within the whole school setting;
- Liaises with external agencies;

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- Co-ordinates additional support for pupils from external agencies;
- Liaise with the class teachers and teaching assistants to ensure that pupils are able to access additional support when required;
- Works with class teachers and teaching assistants to ensure that realistic expectations of behaviour and achievements are set for pupils;
- Co-ordinates and leads Review meetings (Educational, Health and Care Plan, SEND Specialised Support);
- Liaises directly with parents;
- Liaise with Secondary schools for Transition arrangements;
- Advise staff on differentiation and working with pupils with Learning difficulties;
- Manage the identification of pupils with Additional Needs, their assessment, support and review;
- Co-ordinates provision for pupils with SpLD;
- Liaises with staff at Easingwold EMS to ensure best practice for pupils with Specific Learning Difficulties (SpLd), Mill Hill EMS for Communication and Interaction (C & I) and Thirsk EMS for Social, Emotional and Mental Health.
- Co-ordinates liaison with Sowerby CPS staff and staff at Easingwold, Mill Hill and Thirsk EMS to advise and monitor strategies for supporting pupils with SpLd, C & I and SEMH.
- Co-ordinates a range of activities to support vulnerable learners;
- Monitors the updating of pupils' Inclusion Passports;
- Organises access arrangements for Phonic Screening Check and SATs.

## Class Teachers

- Work directly or direct a teaching assistant to work directly with pupils to ensure that strengths & needs are identified through 'pupil voice';
- Complete personalised Provision Maps with the pupils and ensure that these are available to other staff who teach the pupil;
- Liaise with the SENCO;
- Liaises with external agencies;
- Liaises directly with parents;
- Review updated pupils' Inclusion Passports to determine next steps in learning;
- Determine appropriate adjustments to Wave 1 Quality First Teaching;
- Develop personalised learning plans for pupils with severe SEND as required with support from the SENCO.

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## Teaching Assistants

- Work directly with pupils to ensure that strengths & needs are identified through 'pupil voice';
- Deliver Wave 2 and Wave 3 interventions;
- Assess and monitor the appropriateness of intervention programmes;
- Update pupils' Inclusion Passports at the end of an academic year, identifying progress made, pupils attitude to learning etc.

## Pupil Voice

**We recognise that pupils are at the core of their learning as active learners. We seek their views in determining adjustments at Wave 1 and ensure that these are always taken into consideration. We have developed various means of collecting and collating pupils' views which are instrumental in their provision.**

## Access to the Curriculum

### In-class support

- The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted (see above). The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- The school will make provision for pupils with special educational needs and disabilities to match the nature of their individual needs. Documentation is in place which records and monitors: needs, provision, progress and outcomes.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs and disabilities.
- Teaching Assistant's will support pupils in accessing the curriculum in the mainstream environment.

## Learning Support/Extended Learning

- In-class support for pupils having difficulty accessing the curriculum;

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- Withdrawal for programmes of literacy, numeracy or skills, usually in a small group, at SEND Specialised Support and Educational, Health and Care Plan
- Planning of individual programmes to meet pupils' needs, including Special Arrangements for Phonic Screening Check and SATs;
- Support and guidance to staff in working with pupils;
- Use of specialist equipment;
- Alternative teaching strategies;
- Support for parents wishing to work with their child at home by providing support and appropriate packages of work;
- Access to a Homework Club and lunchtime activities clubs;
- Liaison with external agencies.

## Behaviour Support

- Support tailored according to specific needs;
- Group work to develop particular skills e.g. managing conflict, improving social skills;
- Support for pupils in acquiring the skills needed to be independent and motivated e.g. personal organisation, basic skills;
- Strategies for classroom colleagues in working with students with difficulties;
- In-class support for pupils having difficulty accessing the curriculum;
- Work with other agencies in support of pupils.

## Mentoring

- Individual support and mediation for students experiencing social or emotional difficulties e.g. poor self-confidence or anxiety relating to issues outside school.
- Programmes for students who are finding it difficult to engage fully in mainstream education or need study support for a variety of reasons;
- Support for all vulnerable pupils.

## Progress

- The progress of pupils with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice 2014. The pupil and Class teacher or teaching assistant delivering the intervention will review the Individual Provision Map termly and adjust the provision accordingly.

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- Additionally, the progress of pupils with an Educational and Health Care Plan will be reviewed annually, as required by legislation.
- The following documentation supporting pupils with additional needs is in place:
  - SEND Register
  - Monitoring of vulnerable learners
  - Inclusion passports
  - Whole School Provision maps
  - Individual Pupil Provision maps

## Liaison

### With Parents

- The school will actively seek the involvement of parents in the education of their pupils. This is particularly important with pupils who have special educational needs. The support and encouragement of parents is often the crucial factor in achieving success.
- Parents will always be kept informed about the needs & progress of their children.
- Communications between the parent and the school will be consistently maintained.
- Parents will always be informed when an external agency becomes involved with their child. (See also 11)

### With External Agencies

Regular liaison is maintained with the following external agencies for pupils at SEND Specialised Support and pupils with an Educational, Health and Care Plan [as applicable]:

- SEND Support Services
- Educational Psychology Service
- Enhanced Mainstream Provision for Social, Emotional and Mental Health at Thirsk (SEMH)
- Enhanced Mainstream Provision for Communication and Interaction at Northallerton (C & I)
- Enhanced Mainstream Provision for Specific Learning Difficulties at Easingwold (SpLD)
- Social Care
- The Hearing Support Service

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- The Vision Support Service
- Augmentative and Alternative Communication Support (AAC)
- Health Service
- Education Welfare Service
- Pupils in Care (CICESS)
- Special Education Section
- Child Adolescent Mental Health Service

## Staff Development

- In-service training needs related to special educational needs will be identified by the head teacher in consultation with the staff and will be incorporated into the staff development plan supported by SEND Standards Fund.

## Policy Review

- As a working document, this policy will be reviewed on a regular basis.
- The SENCO - teacher in charge of Inclusion will meet on a termly basis with the Governor with responsibility for Inclusion to ensure that Policy is in line with Practice

## Complaints Procedure

- General complaints from parents of pupils with SEND concerning the provision at the school should follow the procedures outlined in LA guidance, which relates to conflict resolution via the Parent Partnership Service and/or the Regional SEND Mediation Service prior to involvement of SEND Tribunal.
- Parents are encouraged to see their role as a partnership with the school; therefore the Head teacher/SENCO will meet with any parent who has any concern about their child's special educational needs. Parents may contact Mrs Ungerechts/Miss Merifield.

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Reference: The SEN Code of Practice 2014

## Appendix 1:

### **SEND Targeted Support**

When a child is identified as having a special educational need, interventions should be devised that are addition to those provided as part of the setting's usual curriculum.

The triggers for intervention could be concern about a child who despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment;
- has communication and/or interaction difficulties, and requires.

### **SEND Specialised Support (Early Years)**

*SEND Specialised Support* is characterised by the involvement of external support services who can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas.
- continues working at an early years curriculum substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

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## **SEND Specialised Support**

When a pupil is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEND Targeted Support. The triggers for intervention through *SEND Targeted Support* is a concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The SENCO will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's class teacher will remain responsible for working with the pupil and for planning and delivering an individualised programme.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO, with the parent's permission, will contact them.

## **Appendix 2**

### **School request for an Educational Health and Care Plan**

For a minority of pupils, the help given by schools through *SEND Specialised Support* may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the pupil

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will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the school's action through identifying SEND Specialised Support;
- Inclusion Passports/Provision Maps for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health including the pupil's medical history where relevant;
- National Curriculum attainments in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the pupil;
- involvement of other professionals;
- any involvement by the social services or education welfare service.

When the LA receives a request for an Educational, Health and Care Assessment Referral, it must decide within six weeks whether to carry out such an assessment.

## **Educational, Health and Care Assessment Referral**

The referral involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a referral of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring a referral through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Educational, Health and Care Assessment Referral of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an **Educational, Health and Care Plan**.

## **Appendix 3**

### **'Wave' Provision**

**Wave 1:** The great majority of pupils can succeed through quality first, class-based, teaching.

However, even in a classroom where personalised learning is effective, for some pupils this approach will not be sufficient. These pupils will benefit, at key moments from:

**Wave 2:** additional small group

or

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**Wave 3:** one-to-one, highly personalised, interventions, to enable them to make the progress needed to achieve their full potential.

NB: Access to Wave 2 and 3 interventions is not exclusive to pupils identified with SEND.

References: The SEND Code of Practice 2014  
National Strategies

Miss Carol Merifield SENCO (teacher in charge of Inclusion)  
Reviewed September 2016