



SEND Policy			
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SENCO <i>Tamsin Coventry Sharow CE School 01765605324 NASENCO to be awarded in 2021</i>	SEN Governor <i>Jacqui Whitaker</i>		

This policy is in line with the Code of Practice 2014. It should be read in conjunction with our SEN Information Report.

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Abbreviations used within this policy

- CoP** Code of Practice
EP Educational Psychologist
EMS Enhanced Mainstream School
SEND Special Educational Needs and/or Disabilities
SENCo Special Educational Needs Coordinator
TA Teaching Assistant



1. The Federation of Skelton Newby Hall and Sharow CE Primary School's Beliefs

Our federation believes that

- All pupils are equally valued and the school has high expectations and 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 of needs 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 will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

2. Objectives

Our Federation is committed to providing an appropriate and high-quality education to all of its pupils. We believe that all children, including those identified as having additional educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

3. How do we identify SEN within our Federation?

The Children's and Families Act 2014 section 20 defines when a child has Special Educational Needs (SEN). This is when they have either a learning difficulty or a disability and they need Special Educational Provision (SEP) to be made for them. 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 2015)

A disability is defined as a person

- a) has a physical or mental impairment, and*
- b) the impairment has a substantial and long-term adverse effect on the persons ability to carry out normal day-to-day activities.*

(Equality Act 2010)



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, and to ensure that all of the children achieve the best possible educational outcomes.

The Federation's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

There are four stages of action that form part of an ongoing cyclical process



The school's system includes reference to information provided by

- Early Year Foundation Stage profile results
- National Curriculum age-related expectations
- Progress measured against PIVATS
- Screening and assessment tools provided by external agencies
- Observations of behavioural, emotional and social development
- An existing statement of SEN or Educational Health Care Plan
- Another school or Local Authority which has identified or has provided for Additional Educational Needs
- APP
- The Headteacher meet Class Teachers from each class for Pupil Progress meetings each term to discuss pupil progress
- Children are initially identified with needing additional and different support by parents, the class teacher or during pupil progress meetings

The SENCo is consulted if children are identified by parents/carers or the Class Teacher and a meeting is arranged with parents/carers, Class Teacher and SENCo to discuss concerns. Parents will be asked to give written consent before the child is added to the SEN register. Once parents have been a consulted a decision is made on next steps and level of support.

A My Personal Learning Plan is created to be reviewed and updated at least termly (3 times are year) with parents/carers. If rapid progress is made then these can be reviewed with parents and



the child more regularly. During the meeting with parents/carers, the targets and provision should be written with the parents and child (if applicable) to ensure the views of the parents **and** the child are included. The meeting is led by the Class Teacher and the SENCO can be invited to offer support if applicable. The meeting should review the current provision and its impact and set new targets.

~~An intervention book is set up to record interventions and the impact that they are making. This book should be filled in by any person who is completing the intervention with the child. This can then help to inform and update the Inclusion Passport.~~

Interventions should be planned by an adult on an Intervention Plan and Feedback form. This will include baseline data that must be completed before the intervention starts in order to review progress. This intervention information can be used to inform and update the Inclusion Passport.

An Inclusion Passport is set up to track interventions, record successful and less successful strategies and to pass information on during transition to other schools. This should be updated at least termly in preparation for a meeting with parents/carers of the child on the SEND Register.

4. Roles and Responsibilities

School

The schools, as a whole, have the following statutory duties:

- to work with parents/carers to support the child, ensuring that they are involved at all stages of the decision making process.
- to secure provision for any pupil identified as having SEND
- to ensure that the pupils' SEND are known to all those likely to teach and support them
- to ensure that teachers in school are aware of the importance of identifying and providing for SEND pupils Our Federation
- to ensure that the pupils with SEND engage in activities in the school, together with children who don't have SEND
- to plan, over time, to increase access to the curriculum, to premises and to written information
- to take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided

Headteacher

The head teachers have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND and the implementation of the SEND reforms as set out in the Special Educational Needs and Disability Code of Practice: 0-25 years which came into effect in September 2014. These include:

- ensuring that the SENCO is able to influence strategic decisions about SEND
- ensuring the wider school community understands the implications of the reforms for whole school improvement including governors, teachers and teaching assistants
- putting in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)



- ensuring a process is in place for involving parents and young people in reviewing provision and planning for those children identified as in need of SEN Support.
- Ensure the Accessibility Plan is up to date and compliant.

Governors

The governing body, in cooperation with the headteacher, works with regard to the SEND Code of Practice to

- determine the Federation's general policy and approach to provision for children with SEND
- oversee the implementation of reforms and provide strategic support to the headteachers
- publish information on the school's website about the implementation of Our Federation SEN Policy, SEN Information Report, Link to Local Offer and Accessibility Plan.
- ensure there is a qualified teacher who has or will have the NASENCo award within 3 years of appointment designated as SENCo
- establish the appropriate staffing and funding arrangements
- maintain a general oversight of the work of each school
- appoint a governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND
- report to parents annually on the school's policy on SEND
- co-operate with the local authority in developing the local offer and when a school is named in an EHC Plan
- ensure arrangements are in place to support pupils within the Federation with medical conditions
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- SEND will meet termly with the SENCo and act as a critical friend

SENCO

The SENCO works closely with the senior leadership team, SEND governor and colleagues to:

- determine the strategic development of SEND policy and provision in the school
- oversee the day-to-day operation of the school's SEND policy
- coordinate provision for children with SEND, including those with an EHC plan or Statement of Special Educational Needs
- liaise with and advise fellow teachers on the graduated approach to SEND Support
- liaise with parents of children with SEND
- manage learning support assistants
- oversee the records of all children with SEND
- contribute to the in-service training of staff
- liaise with external agencies including the LEA's support services, health and social services, and voluntary bodies Teaching Staff Teachers are at the heart of the new SEND Support system driving the movement around the four stages of action (Assess, Plan, Do, Review) with the support and guidance of the SENDCO and specialist staff. Teaching staff have



responsibility for ensuring that all children within their class can access provision and make progress through quality first teaching.

- Identifies and reports on the notional SEN Funding
- Organises resources appropriately to facilitate the best outcomes for pupils with SEND by keeping up to date Provision Maps.
- Ensure the SEN Information Report, SEN Policy, link to Local Offer are all up to date and compliant.

Teachers:

- understand that they have a duty and responsibility to provide for every child's needs including those with SEND
- include pupils with SEND in the classroom, and provide an appropriately differentiated curriculum, drawing upon the SENDCO strategically for advice to support inclusion and to support the quality of teaching
- involve parents and pupils when considering how best to support pupils with SEND
- are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND (Appendix 1)
- use these procedures to identify the SEND of individual pupils in their class
- know which pupils in their class are on the SEND Register and at what stage
- maintain an online SEND file for their class reflecting this information for each individual child and copies of any relevant documentation
- focus on outcomes for the child
- contribute to SEND planning in review meetings for all pupils on the SEND register which provide a detailed record of the aspirational targets for each child, the strategies adopted, and the success of these, and ensure that these are shared with parents
- ensure that pupils with a full statement of special educational needs or EHC Plan have a highly personalised targets and that these are shared with all staff working with the child
- attend at least termly review meetings with parents to discuss their pupils with SEND
- ensure teaching assistants work purposefully to support pupils in their class, including supporting pupils in developing their independence appropriate to their age and particular needs
- are aware that some parents may also have SEND e.g. a disability or literacy difficulties, and make every effort to understand and communicate clearly with these parents in a form that they can access
- ensure that the headteacher and other colleagues are aware of children's needs Our Federation,
- ensure learning experiences are appropriate to the needs of the child
- attend appropriate INSET and courses
- take an active role in the development and implementation of the school's SEND policy
- ensure the SEND folder in the classroom is up to date and available to all adults

Teaching Assistants



Teaching assistants have a responsibility to support the teacher to ensure all children can access provision and make progress on a daily basis. They:

- carry out activities and learning programmes planned by the teacher/SENCo/Teaching Assistant
- keep records of this work as requested
- support children in class or by withdrawing individuals and small groups
- engage with professional development and courses where appropriate
- ensure that they are fully aware of the school's SEND policy
- Ensure children develop independence
- Liaise regularly with Class Teachers informing assessment and future planning

5. The Graduated Response

The Graduated Approach The principle behind this approach is that SEN provision starts with a whole school approach and then as a result of assessment and observation can become increasingly personalized to the needs of those children requiring SEP.

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, Subject Teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about all pupils including those with additional needs
- Staff update one another about the vulnerable children during weekly business meetings. This is then emailed out to the rest of the staff within the school.
- 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
- 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.
- Each class will have a whole class provision map that will include additional and different provisions for all children in the classroom

Individualised approaches

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated and recorded on the Intervention Plan and Feedback Form.
- Additional help will be sought appropriately from EPs, EMS, Prevention Services, the Autism Team etc.



- Some pupils will have behaviour plans, risk assessments or Educational Health Care Plans, some pupils may be allocated a key worker
- Person-centred reviews will be held at least termly 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 is appropriately qualified and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training reflects 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 2015

6. Procedures within our Federation

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision and Arrangements for coordinating Inclusion and SEN provision is as follows:

Special Educational Needs Coordinator: Miss Tamsin Coventry

Special Educational Needs Governor: Mrs Jacqui Whitaker

The Special Educational Needs Register, Whole Class Provision Maps and My Personal Learning Plan are updated termly. The SENCo discusses current provision with Class Teachers each term and key information is shared by teachers with their Teaching Assistants. All staff undertake their roles by implementing the Teaching and Learning Policy, Behaviour Policy and Safeguarding Policy.

	Person Responsible	Frequency
PIVATS Assessment	Class Teacher	Half termly
Whole Class Provision Maps	Class Teacher	At least termly
My Personal Learning Plan	Class Teacher	At least termly within the first 6 weeks of a new term starting.
Intervention Feedback and Assessment Form	Teaching Assistant/Class Teacher	Every time intervention is happening
Inclusion Passport	Class Teacher	Yearly (unless anything important happens during the year)
Transition Arrangements	Current Class Teacher and future Class Teacher	Yearly



7. Monitoring and Evaluation

'All teachers are teachers of children with SEND' (CoP 2015)

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
- Analysis of data examining the progress of different vulnerable groups
- Pupil interview to determine pupil confidence and point of view
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns are monitored to facilitate best possible outcomes for pupils with SEND.
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews.
- 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

The SENCo will follow the yearly monitoring plan. They will observe interventions to ensure they are having impact and cost effective. The classroom provision will be monitored by learning walks including effective whole class differentiation.

Pupils who are consistently below age related expectations will be tracked using PIVATS assessment. This will be updated by the class teacher half termly and recorded using the schools individual pupil assessment sheet.

8. Support with Pupils with Medical Conditions

Request for an Education and Health Care Plan



In certain cases a child's needs will remain a concern despite advice and guidance from a range of professionals. This may prompt the school and/or parents or carers to request an Education and Health Care Assessment. Information about the learning needs of a child will be collated by all agencies working with the child and submitted to the local authority. Parents or carers will be involved at all stages of this process.

EHC Plan: Education and Health Care Plan

The Local Authority will advise the level of support to be provided. This may result in a child having additional provision on a 1:1 basis to meet their learning or physical needs. Reviews for children at SEND Support will take place three times a year (within the first 6 weeks of the start of term) with parents. Pupils with an EHC Plan or a Statement of Special Educational Needs will have an additional Annual Review to discuss the ongoing provision as set out in the EHC Plan or Statement of Need. Parents will be informed of such meetings and will be invited to attend.

9. Training and Resources

The Federation SEND funding contributes to the costs of:

- staffing e.g. time for the SENCO, and other staff working to support pupils with SEND
- specific equipment and resources
- assessment materials
- training
- adaptations to the building
- fees to agencies outside school that offer additional expert advice and assessments

The SENCo is closely involved with professional development of staff so that all staff improve their practice and take responsibility for removing barriers to participation and learning. SENCo deployment, training and managing of staff effectively ensures the most efficient use of resources to improve progress of pupils with SEND.

10. Storing and Managing Information

All personal information is secured on Our Federation's network. If paper copies are sent into school, then they should be scanned in and saved in appropriate folder. They are included on the school's Data Asset Register and Retention and Disposable Log.

11. Accessibility

The Headteacher is responsible for updating and implementing the Accessibility Plan. Please see Accessibility Plan which is published on the website.

12. Appendices

1. My Personal Learning Plan