

Written by: S. Peel

Reviewed by: curriculum Governors

Shared with staff: 27.4.09. April 2013, spring 2015,

Seen by Governors on: 23.4.09. 17.1.11, 20.12.12., 3.2.15., 21.4.15, Sept 2017

Review date: summer 2010, spring 2011, spring 2012, spring 2013, Spring 2014, Spring 2016, spring2017, Spring 2018



Gargrave CE (VC) Primary School

Policy for special educational needs and disabilities (SEND)

Agreed by Governors

Review date: Spring 2018

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0-19 (Jan 2015)
- Schools SEN Information report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

Created in conjunction with staff, SEN governor and parents of pupils with SEN

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“Every Child Counts; Every Child Contributes”

Every Teacher is a teacher of every child including those with SEN

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School's aims and values statement

School values-

Respect

Enjoy

Safe

Politeness

Equality

Confidence

Trust

Forgiveness

United

Learning

School Aims are:

- Individuals' learning will be challenging and enjoyable
- Our staff will deliver the highest quality teaching and learning
- Staff, parents and pupils will collaborate to maximise individual learning
- The environment and curriculum will be conducive to healthy minds and bodies
- We will be a respected part of the community where every child counts and every child contributes
- Our Christian ethos will encourage and challenge the social, moral, spiritual and cultural development of all individuals within the local and global context.

We believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Objectives of the policy

- to identify and provide for pupils who have special educational needs and disabilities and additional needs
- to operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- to provide a SENCO

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- to ensure that all learners make the best possible progress
- to provide support and advice for all the staff working with special educational needs pupils

Identifying Special Educational Needs

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.

Class and subject teachers should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peer

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities 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.

There are four broad areas of need;

1. Cognition and learning
2. Communication and Interaction
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Roles and responsibilities

HEADTEACHER

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- Overall responsibility for the provision and progress of learners with SEND.
Safeguarding manager. Looked After Children manager. Overall responsible for managing the medical needs of pupils
- Ensure all records are stored securely, shared according to the confidentiality policy.
Records are held on file for length of the Information management policy.

SENCO

- Coordinating the day-to-day provision of education for pupils on the SEN list.
- Reviewing the SEN register at least termly- evaluating the impact of strategies

SEN GOVERNOR

- Ensure that the monitoring with respect to the Governing Body below is complete

CLASS TEACHER

- Assess, plan, do and review the curriculum. Ensure there is quality first teaching.

A Graduated Approach to SEN support – process of identifying and managing pupils with SEN

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once interventions have occurred and been evaluated and good quality personalised provision.

Teachers are 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.

All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The SENCO offers advice on this.

The school reviews the quality of teaching regularly.

In deciding to put a child on the SEN register, the class teacher and SENCO consider all the information about the child including formative and summative assessment and forming a view on the rate of progress being inadequate.

System of ASSESS-PLAN-DO-REVIEW

- Regular (Minimum termly) communication takes place between class/ subject teachers, TAs, SENCO, parents and pupils to ensure good progress. This transparent communication is vital and it is likely that there will be additional and frequent meetings in direct correlation to level of need. These will often be between parent, class teacher, SENCO and include the child as appropriate.

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- All staff have appropriate access to up to date information about pupils with additional needs in shared electronic folder and paper files.
- All pupils have individualised targets and are written on individual plans
- The outcomes from these plans are detailed on the inclusion passport

Managing pupils on the SEN register (SEN SUPPORT):

- Additional interventions will be implemented as necessary, following evidence based interventions and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, Autism service etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Pupil-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 plans (IEP).
- 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
- 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
- If the school is unable to fully meet the needs of a pupil through our own provision arrangements then evidence will be collated and a request for an EHC plan will be made.

Supporting pupils and families

LA local offer is linked on the school web site. The Schools SEN information report is on the school web site. Links are sought to other agencies to support families, in Skipton SELFA offer many varied support for vulnerable families term time and in holidays. Pupil access arrangements for SEN are organised by the head teacher on an individual basis. Transition between classes is arranged before the holidays- additional transition as individuals require. Schools policy for managing medicines is on the school web site.

Supporting pupils at school with medical conditions

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The school recognises that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education.

Training and resources

Delegated budget includes an element for SEN. Training is planned according to the needs of the current cohorts. There is currently a high % of pupils with ASD and dyslexia. SENCO attends local meeting in order to keep up-to-date.

Monitoring and evaluating SEND performance

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 through:

- Monitoring and evaluating of interventions, including their value for money
- 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
- 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
- Governors annual questionnaire and annual pupil peer consultation
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- 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

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- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

How parents may access this policy

This policy is available on the web site and in paper form by speaking to the school office on 01756 749433.

Formulated; 3/2/16

Approved by governors

Review date Spring 2018