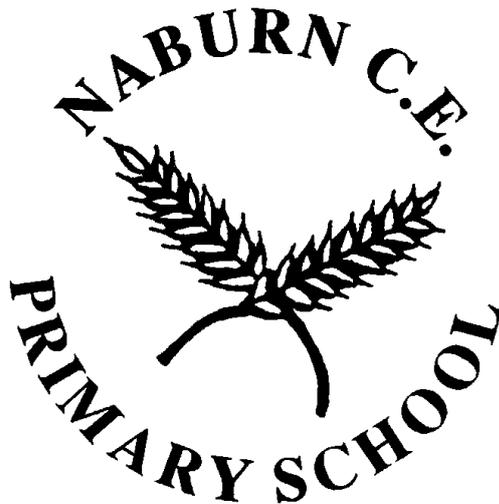


Naburn CE Primary School



Policy for Inclusion and Special Educational Needs and Disabilities (SEND)

Date of Last Review: April 2020

Date of Next Review: April 2022

Date of TLC Meeting: Nov 2020

Date of FGB Meeting: Dec 2020



This policy is written in line with the SEN Code of Practice (January 2015 updated May 2015), Education Act 1996, Children and Families act 2014 and Equality Act 2010.

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Aims

Naburn CE Primary School aims to provide a caring and supportive environment in which ALL pupils are valued equally and are given the opportunity to develop to their full potential. A broad and balanced curriculum is provided, with suitable learning challenges identified, and set to address the children's diverse learning needs, so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition to adulthood, whether in further education, higher education or training (CofP 6.1).

Christian values are central to the ethos of our school and we aim to provide a curriculum that is creative, enriched, challenging and fun. We encourage all members of our school community to develop the skills and confidence to reach their full potential in every aspect of school life. We strive to provide high standards of teaching and excellent learning opportunities in a safe, friendly and supportive environment. We believe that a strong partnership between school and home is essential to our children's development.

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Inclusion Principles / Objectives

- To value all pupils of different abilities and support inclusion.
- To identify and provide the best possible provision for pupils who are identified with SEND.
- To work within the guidance provided in the SEND CofP.
- To operate a “whole school / whole pupil” inclusive approach to the management and provision of support for SEND.
- To provide support, advice and knowledge for all staff working with SEND pupils.
- To work with all stakeholders to ensure that all are constantly involved in finding the best ways (with a flexible approach) to support all needs within school in order to find the best placement for each child.
- To ensure that within each class, teaching and learning styles and organisation are flexible.

Philosophy

At this school, the whole school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning is adapted to suit the needs of learners and recognises different routes to achievement through flexible organisation.
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding is 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/ carers are 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 have access to information which will allow them to monitor and evaluate the effectiveness of SEND provision and the policy
- Every teacher is a teacher of every child including those with SEND.

Principles / Definitions and Abbreviations

Definitions

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

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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 within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or
- (d) above or would so do if special educational provision was not made for them.

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Children 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.

Special educational provision means:

- (a) for children of two or over, 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
- (b) for children under two, educational provision of any kind.

Section 312, Education Act 1996 Chapter 1

Evidence suggests that 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010 – see Equalities Scheme 2014.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the young person's needs.

Categories of Need – taken from the CofP

Each child with SEND is unique and their needs will be considered individually. However children's needs broadly fall into four areas:

- (a) Cognition and Learning needs (including Specific Learning Difficulty, Moderate learning difficulties, dyslexia, dyspraxia or dyscalculia)
- (b) Social, Emotional and Mental health (including Attention Deficit disorder, Attention Deficit hyperactivity disorder, Attachment disorder)
- (c) Communication and Interaction needs (including difficulties communicating with others. Those with Autistic Spectrum Condition may display difficulties in this area)
- (d) Sensory and/or physical needs (including visual or hearing impairment).

Behavioural difficulties

We operate a whole-school behaviour policy which enables the vast majority of pupils to participate in the life of the school within appropriate boundaries. If however a child constantly finds it difficult to behave in an appropriate manner and the mainstream classroom strategies are proving ineffectual then a discussion will take place with the parents as to what additional measures might be put in place to help the child.

Naburn CE Primary School Behaviour Policy will provide further information on the school approach to supporting behaviour.

Abbreviations

ASCOS - Autism Outreach Support Service

CofP - Code of Practice 2015

EP - Educational Psychologist

EMS - Enhanced Mainstream School

ESWS - Education Social Work Service

SEND - Special Educational Needs and /or Disability

SENDCo - Special Educational Needs and Disabilities Coordinator

ELSA - Emotional Literacy Support Assistant

TA -Teaching Assistant

CIC-Child in Care

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Roles and Responsibilities

Provision for children with Special Educational Needs and Disabilities is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs. The particular roles of the child, parents, Governors, Head Teacher and Special Educational Needs and Disabilities Coordinator are as follows:

Child

- Having regular input and take ownership of learning outcomes
- Trying their best to fulfil agreed outcomes
- Treating peers with respect

Parents / Carers

- Supporting child's learning at home as agreed
- Work collaboratively with school and external agencies
- Attending review meetings and discussing outcomes with class teacher and child
- Keeping the school informed of any concerns they may have or changes in circumstances.

Governing Body (together with the Headteacher)

- Have regard to the SEND CofP and oversee the implementation of the reform providing strategic support to the Headteacher.
- Determining the school's general policy and approach to provision for children with SEND.
- Must ensure publication of implementation of SEND within school on the website.
- Must ensure that there is a qualified teacher designated as SENDCO
- Establish appropriate staffing and funding arrangements
- Appoint a Governor with special responsibility for SEND to monitor the school's provision closely, including developing the Local Offer, monitoring My Support Plans and when the school is being named in an EHC Plan
- Must ensure arrangements are in place in school to support pupils with medical conditions.
- Must publish information about the arrangements for the admission of pupils with a disability which ensure that children are not treated less favourably than others and the facilities and provision in place to support their access.
- Monitor data with respect to vulnerable groups
- Support and challenge the leadership through informed questioning
- Undertake link visits with a focus on SEND
- Meet with parents and pupils as needed
- Ensure that there is appropriate training for staff with regards SEND

The SEND Governor at Naburn CE Primary School is Mrs Anne Clark.

Headteacher

- Takes overall responsibility for implementing SEND reforms
- Ensures the wider school community understands the implications of the reforms for whole school improvement
- Puts in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
- Ensures there is a process in place for involving parents and children in reviewing provision and planning for those identified as having SEND

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- Allocation and effective use of SEND budget (not including staffing)

At Naburn CE Primary, Brenda Christison is the Headteacher

SENDCO

The SENDCO role is both strategic and operational. It works alongside all teachers and support staff to ensure effective implementation of the policy.

- Overseeing the day to day operation of the SEND policy
- Co-ordinating provision for children with SEND
- Liaising with designated teacher where a CIC has SEND
- Advising on graduated approach to SEND support
- Advising on used of delegated budget / other resources
- Liaising with and advising with fellow teachers
- Contributing to the in – service training of staff
- Liaising with parents of children with SEND
- Liaising and referring to other education settings and outside agencies
- Liaising with potential next providers of education
- Working with GB to ensure the Equality Act is fully implemented.
- Ensuring all SEND records are up to date.

The SENDCo at Naburn CE Primary is - Lisa Solanki assisted by Brenda Christison

Teachers

Class teachers should drive the movement of the four stages (assess, plan, do, review) of action with the support and guidance of SENDCO and external specialists.

- Identifying that a pupil has SEND
- Planning what each pupil should learn and teaching pupils at all stages by focusing on the aspirational outcomes for each individual child
- Supervise additional adults involved in the learning of their pupils
- Assessing and recording when learning has occurred
- Consulting with the SENDCO / ELSA
- Writing Provision Maps for children in their class
- Meeting with parents of children with SEND in their class regularly in order to seek views and review progress
- Liaising with outside agencies

Teaching Assistant / Support Staff

- Being fully involved and aware of the school's procedures and approach to SEND in terms of identifying, assessing and making provision for pupils with SEND.
- Working in partnership with the class teacher and SENDCO to achieve pupil progress and narrow gaps in performance through effective teaching.
- Delivering and monitoring the impact on intervention programmes with support from the SENDCO /ELSA.

It should be noted that TAs should be part of the support package for the individual child but should not be a substitute for the teacher's involvement with the child.

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Equal Opportunities

All members of Naburn CE Primary School Community have equality of treatment irrespective of ethnic origin, religion, disability, gender, social background or first language.

Children with SEND receive full access to a broad, balanced and relevant education, including appropriate curriculum for the EYFS and the NC. The school ensures that pupils with SEND join in activities alongside all other pupils so as is reasonably practical.

Early Years

If a child is causing concern in the Early Years, he/she is monitored using O'track and the EYFS profile. Reasonable adjustments are made to the environments and the provision of staffing. If interventions that are devised are additional and different this will be recorded on a Provision Map, which records the differentiated provision in the setting. If the targeted intervention results in little or no progress, then external agencies are requested to become involved, through discussion with the SENDCO.

Differentiated Curriculum Provision

In order to make progress a children may only require differentiation of the plans for the whole class (universal provision). This differentiation may involve modifying learning objectives, teaching styles and access strategies. All children will access quality first teaching (see whole school provision maps). Under these circumstances a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation is recorded in the daily planning by the class teacher.

If needs cannot be met through Universal Provision, the child will receive Early Intervention, which is short term / time related small group intervention that is additional and different. At times it may be necessary for a child to receive Personalised Provision which is long term small group and individual interventions, also with involvement of outside agencies. Such interventions are recorded and measured for impact by the SENDCO.

Reference to and assessment using City of York SEND Banding documents are undertaken at each stage of SEND provision implementation.

Whole School Approaches

There should be:

- Regular communication between class teachers, subject leaders, TA's SENDCO, ELSA, parents and pupils to ensure good progress.
- appropriate access to up to date information about pupils with additional needs for all staff
- support offered by the SENDCO, TAs and ELSA with regards to interventions and differentiation
- Support for pupils alongside their peers whenever possible
- Encouragement for pupils to join in with extra-curricular activities
- Individualised outcomes for pupils
- Evidence of provision for pupils with SEND reflected throughout the SEF
- A clear and transparent budget for staff training with regard to SEND
- A clear and transparent complaints procedure which is easily accessible to parents
- Good access arrangements so that pupils can demonstrate their full potential in tests and exams

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- A clear link to the school's local offer on the school website which indicates a link to the LA local offer.

Individualised Approaches

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated by subject leader and the SENDCO
- Additional help will be sought appropriately from outside agencies
- Some pupils will have individualised provision maps, behaviour plans, risk assessments, mini support plans, My Support Plans or Education, Health and Care plans. Some pupils may be allocated a key worker.
- Reviews will be held regularly with families. The parents and pupils are respectfully listened to and their views should inform the personalised learning.
- TAs are trained so that they can encourage and support pupils, regardless of communication needs, to make their views known
- Transition arrangements are personalised to support additional need
- The SENDCO will be appropriately qualified and have the skills to meet statutory duties
- Designated finances are 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 CofP 2015.

Monitoring the Children's Progress

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, behaviour, leadership and management. However, to ensure good life outcomes for this vulnerable group, additional focused monitoring takes place.

This should include:

- Monitoring the success of interventions
- Evaluating the impact of interventions
- Analysis of data to inform future action
- Learning walks to show impact of the provision
- Review of the budget allocated
- Pupil voice work
- Work scrutinies
- Detailed discussions with parents/ carers
- Feedback from support agencies/Ofsted
- LA data analysis

Monitoring of progress is carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress is reviewed every half term. Following discussions between the SENDCO and class teacher, a decision is made about whether the child is making expected progress at this level of intervention.

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing as expected. Under these circumstances teachers should consult with the SENDCO in order to consider what else should be done. This review may lead to the conclusion that the pupil requires help which is over and

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above what is normally available within the particular class. The key test of the need for action is evidence that current rates of progress are inadequate. At this point, further help will be sought by the SENDCO, from external agencies.

Identification and Provision

In some cases outside professionals from health and social services may already be involved with the child. Where these professionals have not already been working with school staff, the SENDCO may contact them with parent permission. The class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. These children are recorded on the Provision Map. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

The SENDCO and class teacher may decide on the action needed to help the child to progress in light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support by a TA or ELSA
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies.

The external specialist may act in an advisory capacity, provide specialist assessment or be involved in teaching the child directly. The resulting Mini Support Plan or My Support Plan for the child would then set out fresh strategies for supporting the child's progress. These are implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the MSP continues to be the responsibility of the class teacher.

Application for an Education Health and Care Plan

The school may make an application for an EHC plan if the child receives support at Band 3 and:

- Where the results of any of the above reviews still demonstrate that the child is cause for concern
- The child has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals
- There are possibly some complexity of other needs

This may or may not result in additional funding from the LA.

An EHCP is designed for children who have SEND and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to 25.

An EHCP is a way of providing support that puts children and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for children - what they and you want to achieve now and in the future. Information about the child's progress over time and strategies or resources used so far will then be shared with the LA.

At the start of the assessment the parents/carers and child will have the opportunity to say what is working, what is not working and what they think needs to change. At the same time the LA will gather information from other people involved and arrange a meeting to agree the outcomes and how these can best be met both in the short and long term. The assessment and planning process will be completed in 20 weeks. Near the end of this period, the multi-agency group will meet again to confirm and decide what support the child might be eligible for to meet the agreed outcomes. The plan will be clear about how much things cost and will have agreed timescales to make sure that it is updated and reviewed regularly. The plan will go with a child as they change services, change schools and also when they leave school and go to college, work related training or employment. The EHCP Plan and resource allocation will be reviewed annually.

Allocation of Resources

Annual SEND funding allocated to Naburn CE Primary School would be used to ensure the following objectives could be met:

- Appropriate levels of classroom support for identified children with SEND
- Increasing the effectiveness of teaching aimed specifically at children with SEND
- Continuing to increase the knowledge and expertise of all teaching and non teaching staff through CPD opportunities in SEND
- Effective use of ICT in SEND teaching
- Purchasing resources to support above
- SEND information and use of resources is available on the website

Complaints Procedure

Concern should initially be addressed to the class teacher. Issues should then be discussed with the SENDCO .The usual school complaints procedures apply, but if issues cannot be resolved at school level, then the LA's Parent Partnership Service can help. Parents may access the LA's local disagreement resolution procedures at any time during the SEND process, including where there is a disagreement with the school about any aspect of their child's SEND provision.

This policy should be read in conjunction with the SEND Report and the Local Offer, which are on the school website.

This policy will be reviewed by the TLC Committee