SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Reviewed & Updated – May 2024

SENCO – Miss Joanna Collins

SEND Governor – Mrs Joyce Botham

Definition of Special Educational Needs (SEND)

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

- Have a significantly greater difficulty in learning than the majority of children of the same age;

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school." *Special Educational Needs Code of Practice 2014*

Special Educational Provision means: -

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. *Special Educational Needs Code of Practice 2014*

Rationale

All pupils may have special needs at different times. All children have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. At Stockton-on-the-Forest Primary School we believe in providing every possible opportunity to develop the full potential of all children through working closely with parents, carers and outside agencies, who play an active and valued role in children's education. All pupils are valued and we aim for children with special educational needs to participate fully in school activities where appropriate.

With this Policy we aim to:

- Establish a consistent approach to the identification, provision, monitoring and evaluation of SEND practice in school
- Clearly identify roles and responsibilities of those in school with regard to SEND identification, provision, monitoring and evaluation of SEND practice in school

Roles and responsibilities

The role of the Governing Body

- Be kept up-to-date and informed about the school's SEND provision, including how funding, equipment and personnel resources are deployed through the monitoring of the Head teacher, SENCO and SEN governor;
- Ensure that SEND provision is an integral part of the School Improvement Plan;
- Report to parents on the implementation of the school's policy for children with special educational needs

- The SEN governor will meet with the SENCO termly to monitor, review and evaluate SEN provision across the school.

The role of the Head Teacher

- Have responsibility for the day-to-day management of provision and inclusion for children with SEND.
- Keep keep the governing body informed of the school's arrangements and provision for children with SEND.
- Appoint a Special Educational Needs Coordinator (SENCo) for the school.
- Keep up to date through the SENCo with all action taken towards helping pupils with SEND.
- Ensure that the funding that has been assigned by the Governing Body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

The role of the SENCO

- Co-ordinate the provision of special educational needs throughout the school.
- Ensure the day to day operation of the SEND policy;
- Maintain a register of SEND
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Plan and Update the school provision map
- Provide advice to staff, supporting and liaising with them about the completion of Individual Plans as well as the update of the school provision map.
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Oversee and maintain specific resources for special educational needs;
- Liaise with outside agencies;
- Contribute to and, where necessary, lead the in-service training of staff;
- Monitor, evaluate and report on the provision for children with SEND to the governing body in conjunction with the designated responsible person;
- Co-ordinate the range of support available to children with special educational needs;
- In conjunction with the class teacher liaise with parents of children with special educational needs.
- Conduct review and referral meetings.
- Ensure that the targets set on Individual Education Plans, My Support Plans or Education and Health Care Plans are specific, measurable, achievable, realistic and time related;
- Monitor the progress of children with SEND

Teachers are responsible for:

- Providing high quality teaching of an effective and inclusive curriculum for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum. Maintaining responsibility for the child, including interventions delivered by support staff.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND and keep parents and pupils informed of progress towards targets.

- Informing the SENCO of children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- Contributing to annual review meetings for EHCP and MSP plans.
- Working in close partnership with the SENCO and where appropriate, outside agencies, to support the needs and provision for children who have special educational needs.
- Monitoring and assessing the progress of children with SEND.

Support Staff will

- Assist the class teacher in supporting, monitoring and evaluating the learning needs of all children
- Support the class teacher in ensuring that children with SEND are fully included in and can access the curriculum
- Support the class teacher and work in close partnership with parents/carers of children who have special educational needs in order to achieve targets set in individual plans
- Work in close partnership with the SENCO and where appropriate, outside agencies, to support the needs and provision for children who have special educational needs, wherever necessary.
- Access training, deliver and assist in monitoring the impact of intervention strategies.

Children will

- Be valued and included and supported in all aspects of school life wherever possible
- Have full access to the National Curriculum and to a broad and balanced curriculum including extra-curricular activities wherever appropriate and possible.
- Have full access to all areas of the school premises and be enabled to participate fully in school activities, wherever appropriate and possible.
- Access targeted and specific support and intervention to promote learning and progress Be involved in the identification and reviewing of targets through SEN review meetings.

Parents/carers are important partners in the effective working relationship with school in raising children's attainment and as such we aim to involve them fully in the identification, assessment and decision-making process in school.

Parents will

- Be informed of and involved in the provision for and progress of their child
- Work in close partnership with the school SENCO, teachers, support staff and where appropriate, outside agencies, to support the needs and provision for children who have special educational needs.
- Have access to the school's policy for Special Educational Needs and Disabilities
- Be involved in the identification and reviewing of targets through SEND Review meetings.

Arrangements for Co-ordinating Provision for Children with SEN

Teaching staff will deliver an inclusive curriculum where **ALL** children are valued equally and given every opportunity to enjoy and achieve their potential in a broad, rich curriculum.
Our school values underpin our ethos, our behaviour and our curriculum offer: ***Kindness, Respect, Resilience and Aspiration***.
All pupils in our school receive high quality teaching. Teaching staff use a range of teaching approaches, support and strategies that enable all individual learners achieve and make progress. Teachers will ensure that provision recommended by specialists and agreed in SEND meetings are in place and regularly reviewed for impact. The class teacher in conjunction with the SENCO will oversee this provision to ensure it meets the objectives of this policy.

Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed City of York admissions policy.

We are a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a sensory or physical need (e.g. wheelchair access) the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP, MSP or identified additional need, school will work in close partnership with previous school/ nursery, parents, pupils and external agencies to ensure a smooth transition.

Any variation to the above will be agreed by the full governing body.

Specialist Facilities

All schools have duties under the Equality Act 2010 towards individual disabled children and young people.

Stockton on the Forest will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory and will be part of transition to ensure thought is given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. At Stockton on the Forest Primary School we prevent discrimination, to promote equality of opportunity and to foster good relations

Stockton on the Forest primary school is wheelchair accessible. It has a wet room and disabled facilities.

Resources

Funds are allocated to the SENCO to manage the support for children with special educational needs and to meet the objectives of this policy. Requests for further additional resources should be made to the SENCO.

Identification and Assessment Arrangements and Review Procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). If a child is not making expected progress and continue to have difficulty in school after receiving additional and adjusted provision or has an identified high level of need when joining the school or has a diagnosed SEN need, they may be considered to have special educational needs (SEN). The Code recognises that children's needs and requirements **may fall within or across** four broad areas. These are: -

- ❖ Communication and Interaction;
- ❖ Cognition and Learning;
- ❖ Social, emotional and mental health; ❖ Sensory and/or physical.

Wherever possible, the needs of every child will be met within the classroom through ensuring that planning, teaching and approaches meet the needs of our learners.

However, where through careful identification and assessment the school determines that a child is not making **adequate** progress, the SENCO, in conjunction with the child and parents/carers, will review the existing strategies and consider how these might be developed and amended to meet the

child's needs. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school the child may be added to the SEN register.

Identifying Appropriate Levels of Support
Additional support or provision mat be necessary if a child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school;
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The child, their parents/carers, their teacher and in some cases external agencies, will be involved in identifying and reviewing SEND provision.

If a child's needs are more complex, a multi-agency meeting involving a wider range of support services and health professionals may be arranged to consider:

- The child's strengths and areas for development
- The names of staff and/or outside agencies involved with the plan
- Short-term targets and appropriate teaching strategies to use;
- Interventions that may be required

Children's SEN needs and progress are monitored and reviewed as part of York's graduated response. This means that support can be adjusted in response to needs. SEN review meetings follow the Assess, Plan, Do, Review Cycle with the SENCO, parents, teacher and child. The graduated response will be documented through review meetings which enables everyone involved with the child to contribute to the child's needs and provision.

Where a child's higher level of need meets the Local Authority criteria for Statutory Assessment, an Educational Health and Care Plan (EHCP) may be applied for. The SENCO may make a request to the Authority for statutory assessment to take place with the full support of outside agencies and the parents. If the Local Authority agrees with the school's request then the support plan (MSP) will be amended and converted to an Education, Health and Care Plan (EHCP).

EHCP and MSP plans will be reviewed annually and additional meetings throughout the year will monitor impact, evaluate the provision and review targets. These meetings will involve the child, their teacher and parents and may involve the SENCO and other professionals where appropriate. The annual review will be chaired by the SENCO.

Criteria for Monitoring and Evaluating SEND provision at Stockton-on-the-Forest Primary School

- The progress and attainment of children with SEND.
- The provision mapping for children with SEND.
- The levels of inclusion for children with SEND.
- Child and parent voice.
- Teaching and Learning walks.
- The involvement and contributions of outside agencies.
- The School Improvement Plan priorities include provision for SEND.
- The funding streams for SEND and the allocation of these
- The CYC SEND Bandings.

Complaints Procedure

If parents/carers have a concern about the provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Headteacher. Should the matter remains unresolved the parents/carers should contact the Governor for SEND. If the complaint still remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA.

In-service Training

Through the monitoring and evaluating of our provision the SENCO, with the headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such training will be monitored and evaluated by the SENCO.

Links and Use of Outside Agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements with the consent and agreement of parents/carers.

Links with Other Schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

The class teacher and SENCO ensure that children with SEND who transfer from other schools have a smooth transition through their induction to the school.

Wherever possible we liaise with staff from local secondary schools to facilitate a smooth transition of all students from Y6 to Y7. Where this involves children with SEND, teachers and SENCo liase with the secondary school SENCO.

Agreed by the governing body: May 2018, Dec 2019, May 2020, May 2021, May 2022, May2023, May 2024

Signed (Chair of Governors) Signed: (SEN governor)

