

Camblesforth County Primary school

Policy for special educational needs and disabilities (SEND)

This policy is in line with the final draft Code of Practice which will be ratified by parliament for use from September 2014

All children and young children are entitled to an education that enable 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. (6.1 final draft CoP)

This document runs in conjunction with the schools SEN Information Report

Abbreviations used

SSA	Specialist services Autism
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

School's aims and values statement AND/OR

The ethos of Camblesforth Primary School is to provide every child with a happy, caring, supportive, learning environment in which he or she can develop their full potential whatever their needs and irrespective of ability, race or gender. In line with current DfES guidelines, Camblesforth Primary School implements its policy of inclusion.

What is Educational Inclusion?

EI is the process by which we aim to provide an education of high quality, appropriate to every child's needs.

Educational Inclusion at Camblesforth School:

At Camblesforth Primary School the teaching and learning, achievements, attitudes and well-being of every child matters.

How we achieve Educational Inclusion:

- We are effective in recognising and overcoming barriers to achievement, especially for different groups of children who are vulnerable or at risk.
- Throughout the Teaching and Learning Policy we engender a sense of community and belonging. Through our ethos, policies and practices we include all children
- We provide a broad and balanced curriculum for all pupils
- We have high expectations and set moderated and challenging targets for all children
- We work in partnership with parents and carers
- We work in partnership with other professionals related to the needs of the children

Outcomes:

- Children enjoy coming to school
- Attendance is good
- Exclusion is kept to a minimum
- Children make good progress towards their targets
- Parents/carers are fully involved and contribute to above
- Multi-disciplinary approach to pupils' welfare

Objectives of the policy

Camblesforth Primary School aims to provide access to the National Curriculum and all other areas of school life for children at our school at levels appropriate to their needs.

Objectives

- To identify and assess children with SEND as early as possible.
- To provide a flexible structure for provision to meet children's special educational needs.
- To provide a differentiated curriculum to meet the individual needs of all children.
- To ensure the children are receiving Quality First Teaching
- To provide intervention programmes that meet individual needs and provide pupils with opportunities to experience challenge and success.
- To maintain a system of record keeping that will facilitate identification and monitoring of SEN at all levels.
- To ensure all staff are aware of the procedures for identifying children with SEND.
- To involve parents and carers as partners in the education of their children.
- To involve children in evaluating and planning their provision.
- To maintain links with all outside agencies and educational support services.
- To provide staff development programmes concerned with SEN.
- To be proactive with links to secondary and special schools.
- Teachers will recognise that Special Educational Needs includes learning and emotional, social, mental difficulties, sensory impairments, language disorders and physical disability. It is acknowledged that the needs of more able pupils should be recognised also.
- SEND, high needs and pupil premium funding will be used efficiently to ensure good progress of pupils with additional needs.

Teachers will identify the children in their class with SEN through ongoing assessment. The class teacher, parent/carer, child and school Special Educational Needs Co-ordinator (SENCO) will be involved at an early stage. Children will be encouraged to develop strengths and work on areas for improvement, without sense of failure. Each child will be helped to gain confidence in his/her ability and be valued as an equal member of the class. Each child will be encouraged to make his/her own contribution to the life of the school. Every child will have access to the National Curriculum or EYFS statutory framework at his/her own level. Children with a known difficulty will follow an individualised curriculum/programme of work. This is recorded on the child's Inclusion Passport which is updated termly with pupil, teacher and parents. The pupil has half termly targets which are made available for him/her to refer to in the classroom.

The school also has a vulnerable children's list. This is a list of pupils who may be experiencing

difficulties on a short term as well as long term basis. This could include pupils receiving support from any outside agency (CAMHS, PSA), who is involved in a CAF or who has health or attendance issues. This vulnerable children's list also includes pupils whom teachers and the Inclusion team are concerned about either socially, emotionally or academically. The SENCO keeps vulnerable children's notes that are updated monthly, and/or on receipt significant information. These notes are then discussed termly with the head teacher.

Parents are involved at all stages. Outside agencies/experts (Educational Psychologist, Learning and Behavioural Support Staff, Speech Therapist, Social Services and Deaf and Hearing-Impaired Services, including also Parental Support Staff and link schools) will be consulted when necessary and their help and advice sought and acted on.

The responsibility for meeting Special Educational Needs will be shared by all those involved with the children – parents, teachers, governors and LEA.

Philosophy

The school community believes that:

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

Principles

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. (xiii, xiv CoP 2014)

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.

Procedures

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

Staffing

The Governing Body:

The Governor responsible for SEN is Andrew Taylor

The responsibility for arrangements to identify, assess and meet the SEN of the pupils lies with the Governing Body. Governors will receive an annual report on Special Educational Needs.

The Head Teacher: Mrs Maria Stewart

The Head Teacher is the 'responsible Person', having responsibility for the day-to-day management of provision for children with special educational needs. She will keep the Governing Body fully informed and work closely with the school's SENCO.

The Special Educational Needs Co-ordinator (SENCO): Caroline Telford

The SENCO is responsible for the day-to-day operation of the school's Inclusion policy and for coordinating provision for pupils with special educational needs and all vulnerable pupils.

The Role of the SENCO

The SENCO will ensure that all children with SEN have their needs met in the best possible way so that every child is able to achieve his/her own potential. The Inclusion Manager will also be involved in the provision for any vulnerable pupil in school.

The SENCO will:

- consult the class teacher to discuss provision for children with SEN in their class and to assist in writing and reviewing Inclusion Passports
- liaise with outside agencies, parents and children.
- act as line manager to the TAs.
- advise staff on the effective use of TAs.
- liaise with all staff to provide co-ordination throughout the school.
- arrange termly meetings for all teachers and TAs to discuss/update on matters of SEN
- keep accurate and up to date vulnerable children meeting notes
- meet termly with the Head teacher in a vulnerable children's meeting

SEN TAs will work with the SENCO in relation to their support of a statemented pupil.

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/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo/ learning support dept. offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available
- 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 to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

Individualised approaches: (needs to be personalised for your school)

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWs, SSA etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-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 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 will be appropriately qualified and have the skills required to meet statutory duties.
- 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
- The school will follow the latest statutory guidance, currently the CoP 2014

Monitoring and evaluating 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. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic 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
- 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
- Holding the school to account for its use of SEN funding

This policy was updated in January 2015 and will be updated in January 2015.

Formulated.....

Approved by governors.....

Review date.....

*The SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying

children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.