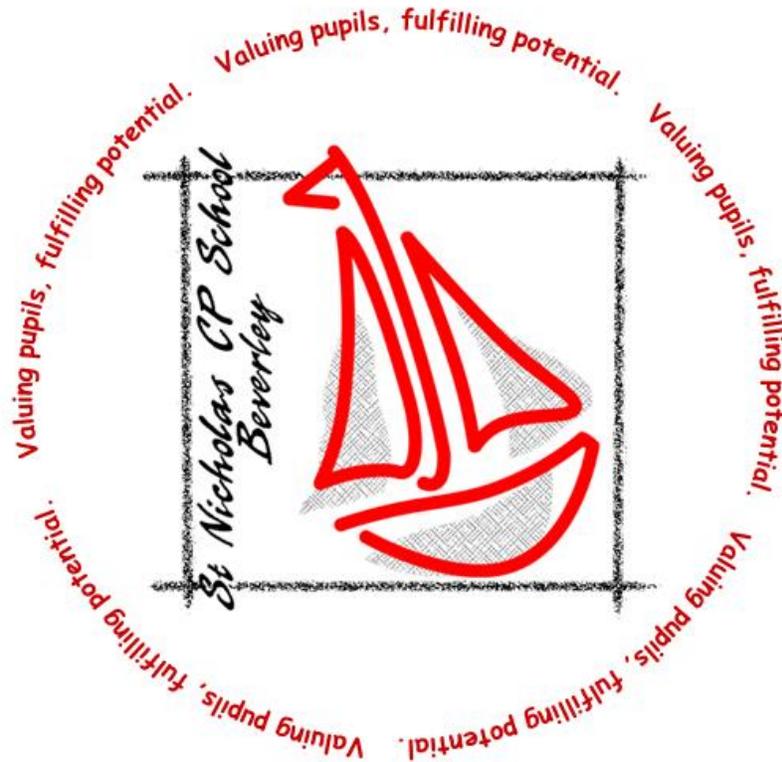


# Beverley St Nicholas Community Primary School



## Special Educational Needs and Disabilities Policy January 2016

Review January 2018

# **SCHOOL VISION STATEMENT**

## **OUR VISION**

Our vision at Beverley St Nicholas Community Primary School is to create a warm, supportive, nurturing, secure and happy learning environment where everyone feels valued and is encouraged to recognise and achieve their full potential.

## **OUR AIMS**

We aim to be a school that values individuality and gives time for every child.

We aim to develop.....

### **A Creative Person**

a child who is independent, inventive and an individual

a child who can solve problems

a child who is full of imagination

### **A Co-operative Person**

a child who is part of a team

a child who loves learning

a child who can form positive relationships

### **An Environmentally Friendly Person**

a child who is aware of how humans impact on the world

a child who looks after the environment

a child who shows responsibility

## **A Working Person**

a child who is motivated

a child who is an independent learner

a child who responds positively to new things/ideas

## **An Enlightened Person**

a child who is aware of their surroundings

a child who feels the wonder of "I can do it"

a child who is open minded and tolerant

## **A Person Searching For Meaning**

a child who seeks to find out

a child who strives to understand

a child who actively questions

## **Introduction**

Beverley St Nicholas CP School believes that all children have an equal right to a full and rounded education that will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required; that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health

- Sensory/physical

The school has a named SENCO: Linda Fraser

On the Governing Body, there is a named Governor responsible for Inclusion and this role includes maintaining a strategic overview of the quality of provision for pupils with SEND (Special Educational Needs and Disabilities). In addition, the Governor ensures that the schools SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

### **What Are Special Educational Needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child who has a learning difficulty or disability has a significantly greater difficulty in learning than the majority of other children of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

Within our school, any child with an identified learning need may be offered additional support, through small group or 1:1 activities, in order to boost their skill level and confidence. This may be done to accelerate progress and does not necessarily mean that a child has a 'special educational need' as defined in this policy.

This SEND policy details how, at Beverley St Nicholas CP School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

## Aims And Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To encourage all to show friendship and respect to each other regardless of disability or special educational need.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process and demonstrate mutual trust of each other.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To foster in all members of our school community a determination to succeed.
- To ensure support for pupils with medical conditions so that they have full inclusion in all school activities. This may be done through consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Equal Opportunities And Inclusion

Through all subjects we ensure that the school meets the needs of all; taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi- ethnic society. We also measure and assess the impact regularly through meetings with our SENCo and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriately differentiated curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Providing additional support to help children develop their mathematical understanding.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **Identification, Assessment And Provision**

Provision for children with special educational needs and disabilities (SEND) is a matter for the whole school. The Governing Body, the school's Headteacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Parents are important partners in the identification of pupils with SEND. Where a child has an identified needs, identified by the parents or the school, regular meetings take place in order to discuss provision.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **The Role Of The SENCo And What Provision Looks Like At Beverley St Nicholas CP School**

The Special Educational Needs Co-ordinator's [SENCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers and support staff.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LAs Educational Psychology and Behaviour Support team and other health and social services.
- Liaising with preschool settings in order to ensure that support is provided for EYFS pupils during transition and for them as they start school.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Monitoring the provision and progress of pupils who are identified upon the SEND register.

### **Monitoring Children's Progress**

The school tracks all pupils and their progress is discussed by the class teacher, SENCO, Literacy and Numeracy leaders at half termly pupil progress meetings. At these, the progress of individual pupils is discussed and the success of support and interventions evaluated. Where necessary, additional or alternative interventions or support are planned.

Through timely and appropriate support and intervention, we aim to:-

- Prevent the attainment gap between a child and their peers from widening.
- Close the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensure access to the full curriculum.
- Demonstrate an improvement in self-help, social or personal skills.
- Demonstrate improvements in the child's behaviour.

In order to help children with special educational needs, Beverley St Nicholas CP School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record specific learning targets for a pupil with identified SEND in an Individual Education Plan (Individual Education Plan) and the SENCo will be responsible for ensuring that records are kept and available when needed. If a child is referred for statutory assessment/ Education Health and Care Plan, the school will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after this time the child may be added to the school SEND register. The class teacher, after discussion with the SENCo, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents with persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.

- Has communication and / or interaction difficulties and continues to make little or no progress.

## **Partnership With Parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs or a disability will be treated as partners and will be given support to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and share information about each child's progress with their parents regularly. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Children and young people with special educational needs or a disability often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute their views when meeting with parents so that they can be taken into account during the assessment of their needs, the review and transition process.

Parents have access to the school website which contains valuable information in relation to SEND. The school website contains details of our policy for SEND, the school's local offer and the SEND information report which details the provision we make for pupils with SEND.

## **The Nature Of Intervention**

Where intervention is appropriate, the SENCo and the child's class teacher will decide on the action needed to help a child progress in the light of earlier assessments. This may include:

- Personalised learning materials or specialist equipment
- Some small group or individual support, which may involve small groups of children being withdrawn to work with an additional adult. Interventions may include Making Maths Magic, Write Away Together and Wellington Square
- Extra adult time to devise/administer the nature of the planned intervention

and also to monitor its effectiveness.

- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCo, the child's class teacher will be responsible for coordinating a programme of work or support for the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and they will have specific time slots to discuss individual learning targets and progress with the SENCo and teacher on a termly basis.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The Use Of Outside Agencies**

Where a child has existing support from outside agencies on entry to the school, the school will liaise to ensure that this support continues. Outside agencies may also become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP and class record of intervention continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has an emotional or behavioural difficulty, which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)**

The school will make a request to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational need or disability and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence may include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in Literacy and Numeracy or P scale assessments.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. The progress of children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer a secondary school, the SENCo from the secondary school will be informed of the outcome of

the review.

## **Access To The Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities. All children should experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. Individual Education Plans, which employ a small-steps approach, are important in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have an individual education plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We ensure that the children benefit from quality differentiated learning experiences within their classroom. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation.

## **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- Who is responsible for each action.
- How the child can be successful.
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

## **Allocation Of Resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been deployed. In addition, the SENCo meets regularly with the Governor who is responsible for inclusion.

## **The Role Of The Governing Body**

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs or a disability. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full Governing Body.

## **Monitoring And Evaluation**

The SENCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo writes a termly report for Governors and meets regularly with the Governor who has responsibility for Inclusion.

Signed:

Date: January 2016