

# **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, who has attained the National Award for SEN Coordination.

The Governing Body, has 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 (CYP) has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. 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 CYP 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 Disabilities (SEND) 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 SEND, allowing them to join in school activities together with pupils who do not have SEND.

## **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 SEND.
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum.
- To work in co-operation 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.

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 physical activities.
- Helping children to manage 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 SEND is a matter for the whole school. The Governing Body, the Headteacher, the SENCo and all other 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 CYP'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 CYP already has an identified special educational need, this information may be transferred from previous settings. This information will be used to:

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

Parents are important partners in the identification of pupils with SEND. Where a child has identified needs, regular meetings will take place to discuss appropriate provision.

The identification and assessment of SEND for CYP whose first language is not English requires particular care. Where there is uncertainty about a particular CYP, careful consideration will be given to all aspects of the CYP's performance in different subjects to establish whether the issues may be linked to language limitations or a 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:

- Co-ordinating provision for CYP with SEND.
- Liaising with and advising teachers and support staff.
- Overseeing the records of all CYP with SEND.
- Liaising with parents of CYP with SEND.
- Contributing to the in-service training of staff.

- Liaising with local secondary schools to support the transition of Y6 pupils.
- Liaising with external agencies including the LAs Educational Psychology, Behaviour Support Team and other health and social services.
- Liaising with pre-school settings in order to ensure that support is provided for EYFS pupils during transition.
- Co-ordinating and developing school based strategies for the identification and review of CYP with SEND.
- Monitoring the provision and progress of pupils who are identified on the SEND register.



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

The school tracks all pupil progress through half termly Pupil Progress Meetings. Class Teachers and Senior Leaders discuss individual progress and attainment and where necessary, additional or alternative interventions and support are planned.

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

- Prevent the attainment gap between a CYP and their peers from widening.
- Close the attainment gap between the CYP and their peers.
- Ensure access to the full curriculum.
- Demonstrate improved self-help, social or personal skills.
- Demonstrate improvements in the CYP's behaviour.

To support CYP with SEND, Beverley St Nicholas CP School will adopt a graduated response. Individual learning targets are recorded on a Termly Support Plan (TSP) and reviewed by teachers and parents during termly parent consultation meetings.

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 identified it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific interventions put in place and monitored. If sufficient progress over time is not

recorded, the CYP may be added to the school's SEND register. The class teacher, after discussion with the SENCo, will then provide additional interventions that are additional to and different from those provided as part of the school's differentiated curriculum.

## **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 SEND 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.

Parents have access to the school website which contains valuable information in relation to SEND. The website details the school SEND Policy, the East Riding of Yorkshire Local Offer and the SEND information report relating to provision and practice.

## **The Nature Of Intervention**

After initial discussions with the SENCo, the child's class teacher will be responsible for coordinating a programme of work or support for the CYP ensuring delivery of any individualised programme of learning.

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.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.

Parents will be consulted and kept informed of the action taken to help their child. Parents will be invited to meet regularly with the class teacher. They will have extended time slots to discuss individual learning targets and progress with the SENCo and class teacher on a termly basis.

The SENCo will support further assessment of the CYP (as appropriate) and will assist in planning for 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.

The external specialist may act in an advisory capacity, providing additional specialist assessment or be involved in teaching the CYP directly. Individual targets will identify strategies for supporting the CYP's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the TSP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the CYP:

- Continues to make little or no progress in specific areas over an agreed period of time.
- Continues working at levels significantly 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 that regularly and substantially interferes with the CYP's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment, regular advice or visits by a specialist service.
- Has ongoing communication difficulties that impact the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the CYP continues to fall behind the level of his/her 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 CYP's progress over time, and will also receive documentation in relation to the CYP's special educational need or disability.

The evidence may include:

- Previous TSPs 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.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any CYP who is referred for statutory assessment will be kept fully informed of the progress of the referral. The progress of CYP with an Education Health Care Plan will be reviewed termly in addition to the statutory annual assessment. When this coincides with transfer a secondary school, the SENCo of the named secondary school will be invited to 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 CYP's individual needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. All children on the SEND register have a Termly Support Plan. TSP's that employ a small-steps approach are important in the provision that we make in the school. By breaking down existing

levels of attainment into finely graded steps and targets, we ensure that children experience success.

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 however, there are times when; to maximise learning, we ask the children to work in small groups or in a one-to-one situation.

### **Termly Support Plans**

Strategies employed to enable the child to progress will be recorded within a Termly Support Plan (TSP) which will include information about:

- Short-term targets.
- The teaching strategies / support to be employed.
- The provision to be put in place.
- How the targets will help the CYP 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.

### **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 effective support for these CYP. They also ensure that funds and resources are used effectively. The Governing Body reviews this policy annually and considers any amendments insight 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 progress of CYP on the SEND register and provides 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 Assistant Head for Inclusion Inclusion.

Signed:

Date: December 2019