

North Rigton Church of England Controlled Primary School Special Educational Needs and Disability Policy

School Aims and values statement

At North Rigton Church of England Primary School we want our Special Educational Needs and Disability (SEND) policy to help ensure that our children should grow into caring, self-disciplined and independent learners who acquire skills, confidence and spirituality. We want them to develop self-esteem to act upon a personal set of well-founded values, beliefs and attitudes with an increasing sense of personal responsibility towards, and as members of, the community.

Objectives

- To meet the needs of the individual child in all aspects of their learning in a school culture inclusive in outlook and practice.
- To have access to a broad and balanced curriculum differentiated to meet the individual needs of all learners and recognising different ways of learning.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career and to meet their needs
- To foster an effective partnership with parents and carers that will enhance and support the child's progress.
- To seek the views and wishes of the child, in an age appropriate way, and take them into account
- To ensure pupils with SEND are happy and secure, and to provide an environment to preserve and enhance self-esteem.
- To ensure that Governors have access to information to allow them to monitor and evaluate the effectiveness of the policy.

Definition of Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Areas of need -SEND:

For a child to be recognised as SEND they must have one or more of the following needs:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

A child can have more than one need which may be long or short term. We at North Rigton Church of England Primary School will have due regard for the Special Needs Code of

Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Roles and Responsibilities

The Head Teacher, Mrs Andrews, has responsibility for the day to day management of all aspects of the school's work, including provision for the children with SEND. The Head Teacher meets with the school SENCo to oversee provision and discuss current issues. In the Head Teacher's report to Governors, SEND issues will be raised, providing opportunities for discussion.

The Governing Body and the SEND Governor, Emma Littlewood, in co-operation with the Head Teacher determines the school's general policy and approach to provision for all the children and maintains a general overview of the school's work. She will meet regularly with the SENCo to discuss the provision of SEND children in our school.

The school SENCo, Karen Ellis, is responsible for the day to day coordination and implementation of the SEND policy. The SENCo will be supported by :

- All teaching staff who have children with SEND in their own class
- TAs who work with pupils either 1:1 or in small groups
- Outside Agencies and Professionals

Identification of Pupil Needs

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by the Class Teacher in order to gauge their level of learning and any possible difficulties.
- The child's Class Teacher will take steps to provide differentiated learning opportunities that will assist the child's progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through following this process, it will be determined which level of provision the child will need. A child who no longer needs the additional provision will still be monitored by the SENCo and classteacher.
- Parents/ Carers will be fully informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school to support the process of information gathering.
- The child will be recognised as being under observation by the school due to parent/carer or teacher concern but this does not mean that at this stage they have been formally identified as having a SEND. Any concerns will be discussed with parents/ carers informally or at parent's evenings.

Procedure

In order for a child to be classed as having a special educational need a specific process must first be followed.

- When a child is first identified as making slow or inadequate progress high quality first teaching must be used to respond to children who may have SEN.
- If quality first teaching has not enabled the child to make adequate progress children will be given extra support from an adult or specialised resources. At this point staff members involved in supporting the child must make regular assessments and ensure they include parent/carer and pupil views.
- If the child still continues to make inadequate progress the Class Teacher along with the SENCO will assess whether or not they feel the child has a significant learning need. At this point the child will be formally recorded as having a Special Educational Need and parents will be notified.
- The support and intervention of a child with SEND will be recorded on an Individual Provision Map (IPM) and sometimes, on an Inclusion Passport.
- Once a child has been formally recorded as having SEND, a 'graduated approach' must be followed to ensure that regular, effective assessment is carried out:

Assess: This will provide both the Class Teacher and SENCO with a clear understanding of the area of need. Views of parents/carers and pupils can also be sought at this stage. Trends in learning needs should be noted and quality first teaching should be adjusted to try to support progress. At this point specialist assessments from agencies such as EMS or Educational Psychologists can be sought.

Plan: At this point parents/carers MUST be notified and consulted. This will include the support being given, targets to be set, expected impact and a date for review. Interventions being used should be evidence based.

Do: Class Teacher remains responsible for working with the child on a daily basis and should be planning and assessing support being given. SENCO will provide the Class Teacher with support in assessing and advising on the impact of support being provided.

Review: Effectiveness of support and impact should be evaluated by agreed date. Parent and pupil views must be sought when analysing the impact of support. The Class Teacher should then work alongside the SENCO to revise support in light of progress/development made by child. These revised outcomes will then be shared with parents/carers and pupils.

Education, Health and Care Assessment Request (EHCARs)

Once a child has been formally recorded as having SEND, regular meetings between the Class Teacher and SENCO will progress. If after evidence based intervention the child continues to make little or no progress, a statutory assessment may be sought. This will require the Class Teacher, and possibly the SENCO, to meet with the parent(s) to complete an EHCAR form. This form combines information from school, health and care where necessary and focuses on where we want the child to be rather on what their difficulties are. This will be submitted to the LA along with a CAN DO form completed by the Class Teacher and a decision will be made on additional funding to support the child based on the information provided. If the LA decides that the child does require additional funding to support their learning, an Education, Health and Care Plan (EHCP) will be issued and

reviewed on a yearly basis. Regular assessment and review of progress will still be carried out in school by the Class Teacher and SENCO.

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
- 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
- Completion of statutory functions by the SENCo related to referral for 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 SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Working alongside the SENCo to develop SEND provision
- 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 SEND funding

Other Relevant School Policies

Reference should be made to other school policies within our school. These include:

- Admission policy
- Anti-bullying policy
- Assessment and reporting Policy
- Attendance policy
- Behaviour policy including exclusion procedures
- LA Inclusion policies
- Risk management guidelines
- School development plan
- Inclusion policy

Legal Framework

Our school will follow all relevant laws and guidelines. These will include:

- Education Act 1996 (updated 2011)
- Special Educational Needs and Disability Act 2001
- DfES SEND Code of Practice (0-25) (September 2014)
- DfES Inclusive Schooling: Children with SEN

Complaints Procedure

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made to speak to the Head Teacher or SENCo in the first instance. The School Complaints Policy and Procedure will be followed as appropriate. Further details are available on the school website.

A copy of this SEND policy is available for all parents on the school website. The SEND School Information report is also available on the website outlining the procedures we have in place for providing provision for children with SEND in our school.

Formulated by Karen Ellis (SENCo) 13th April 2018

Approved by governors.....

Review date July 2019.