

EAST AYTON PRIMARY SCHOOL

Policy for special educational needs and disabilities (SEND)

Review date: September 2018

This policy is in line with the SEN Code of Practice 2014.

Abbreviations used

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| ASCOSS | Autism Outreach Support Service |
| 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 |

Updated - Sept 17

School's aims and values statement

Professionals who work with children and young people who have a special educational need should strive to enable them to achieve at school and college, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community. (Vision statement, Code of Practice 2014)

Philosophy

The Governing Body and Staff at East Ayton Primary School believe that all children should have access to a rich, stimulating and varied curriculum. We want all children to make progress and acknowledge that there may be some children who will need additional and different support in order to do this. We want to ensure that necessary provision is made for any child with Special Educational Needs, in order for them to reach their potential. We believe that all children should be included in any activity and we will endeavour to remove any barriers to learning which may prevent this. We want our children with special educational needs to achieve the very best of which they are capable and for them to feel happy, safe and secure in our school environment.

Principles of SEN Provision (SEND code of practice: 2014)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”

Procedures

- Key assessment points are placed throughout the school year, teachers use their judgement to decide which children are on track to be emerging, exceeding or in-line with national expectations.
- Each term, following the assessment point, Pupil Progress meetings take place between class teacher, SENCo and TA/HLTA (SEN) to identify those children who are not making expected progress. At the meeting it will be decided whether needs can be met through quality first teaching or whether additional intervention needs to take place.
- Following Pupil Progress meetings, the SEN team meet to decide on provision for those children identified as needing intervention, and a school provision map is put in place
- Interventions are time limited and progress is reviewed each half term

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

SENCo – Mrs J Warren

Governor with responsibility for SEND – Mrs S Hay

Whole school approaches:

- All staff contribute to the completion of whole school provision map 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 in association with colleagues from EMS/external agencies 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 available 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 offer to inform the school offer. This is published on the school website.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated both before and after the intervention is completed.
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised learning provision plans, behaviour plans, risk assessments or Education Health Care Plans (refer to 'Supporting Children with Medical Conditions' policy. Children with specific learning difficulties may receive 1:1 support.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil (where appropriate) 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 (CoP 2014)

Monitoring and evaluating performance

'All teachers are teachers of children with SEND' (CoP 2014 5.2)

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 statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor.
- Detailed discussions with families and pupils
- Providing additional support as necessary at points of transition for identified vulnerable children.
- 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