

East Ayton



Primary
School

Traditional Values, Modern Vision

Special Educational Needs and Disability (SEND) Policy

Reviewed: September 2022
Next review due: September 2023

This policy should be viewed alongside the SEND information report.

SAFEGUARDING STATEMENT

At East Ayton Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at East Ayton. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. We perceive this to be part of our role in promoting core values.

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

Keeping Children Safe in Education (2020)

Our Vision:

At East Ayton Primary School we want our children to be happy and confident, to be thoughtful and caring. We have high expectations of learning and behaviour. We also aim to provide a curriculum which develops the whole child, which motivates, stimulates and challenges, and we want our children to have the confidence to meet those challenges. Our children are seen as individuals, each with their own strengths and interests; we want them to have opportunities to explore and to realise their potential. We see our school as an important part of the local community, we want our children to value that community and to be valuable members of it. We want to develop a life-long love of learning in all our children.

At East Ayton Primary School we aim to treat everyone equally. We understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be.

We aim to provide the best teaching and learning opportunities by:

- Teaching to the very highest of standards, delivering lessons which are planned to meet the needs of all learners whatever their starting point
- Providing an environment which promotes high quality learning and provision; initiating interest and celebrating success and achievement throughout all areas of the curriculum
- Raising aspirations and allowing children to develop interests through a wide range of opportunities and first hand experiences which children will remember vividly and then

build upon through the development of skills and knowledge and a rich appreciation of the world they live in

- Removing barriers and ensuring access and equal opportunities to a variety of extracurricular activities
- Supporting children to develop resilience, confidence and independence to be able to meet with failure and believe that they can achieve
- Enabling children to be positive citizens in society who are able to live and work cooperatively with others, showing respect for others and having a sense of self-worth

We want pupils to believe that wherever they come from, as they enter school, they leave with a belief and a security that there is no barrier that cannot be overcome; that whatever they wish to do in their adult life, we at East Ayton Primary School will provide them with the learning experiences to help prepare them for the future.

The **objectives** of this policy are to ensure that the governing body makes provision for vulnerable pupils, those with SEN or who are disabled.

“All children and young people are entitled to an education that enables 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-SEN CoP)

Rational

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
- Promoting wellbeing will encourage children to maintain high standards of attendance, behaviour and achievement
- Early and accurate identification is essential
- A graduated approach, using Assess-Plan-Do-Review is an effective way to implement and evaluate provision
- 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 or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age;
or
(b) 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 or mainstream post-16 institutions

(SEN CoP 2014)

SEND Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: Assess, Plan, Do & Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Identification of Pupil's Needs: A Graduated Approach

“A child in my class is not making expected progress” This

means their academic/social/physical progress may be:

- Significantly slower than that of their peers, starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap
- Monitor the child
- Implement universal differentiation
- Assess the impact over a suitable period of time

“The child is still not making expected progress”

- Discuss with SENCo at SEND Pupil Progress Meeting
- Implement further differentiation if needed and create a Learning Plan to support this (Assess, Plan, Do, Review)
- Complete a cycle of APDR
- Discuss with Year Leader/Subject Leader
- Discuss with parent
- Discuss with child
- Consider a “Booster/Catch Up” intervention
- Monitor for a suitable period of time

“The child is still not making expected progress”

- Discuss with SENCo at SEND Pupil Progress meeting

“What happens next?”

- The SENCo will come to observe the child and carry out other assessments as appropriate
- A further meeting will take place to discuss next steps

Assess

- A clear understanding of a child’s needs is critical to planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes.
- Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.
- Information that teachers can draw upon to establish a clear analysis of pupil’s need:
 - * Teacher’s assessment and experience of the pupil
 - * Information on pupil progress, attainment, and behaviour
 - * The pupil’s development in comparison to their peers
 - * The views and experience of parents
 - * The child’s own views
 - * Advice from external support services

Plan

- Need to ensure that where additional / different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision
- Schools have to have a very clear reason for taking the child out of their class and away from their teacher
- What is the expected (targeted) outcome by the end of, for example, the term / half term, needs to be discussed, agreed and planned for
- Outcome focused target setting – SMART

Do

- It is imperative that teachers work closely with any TAs or specialist staff involved to plan and assess the impact of targeted interventions
- Planning and review time should be explicitly planned for and must regularly take place
- Quick and concise communication to convey outcomes of targeted provision

Review

- Teachers shouldn’t wait for the more formal termly review meeting to reflect on and make necessary adaptations to teaching and learning approaches and provision
- Progress toward meeting planned outcomes should be tracked and reviewed regularly, at least termly
- Pupil Progress Meeting or department review meeting.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies being used
- Pupil Progress Meetings
- Completion of statutory functions by the SENCo related to referral for statement/education health care plans, termly meetings and annual reviews
- Focused monitoring by the SENCo, LA adviser, SEN Governor
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Analysis of progress data of selected groups
- Local authority analysis of information and data about the school

Links

Please click on the links below for more information, examples and proformas.

Whole School Approaches

North Yorkshire Local Offer – services available from the Local Authority.

<https://www.northyorks.gov.uk/send-local-offer>

SEND Information Report

Individual Approaches

EHCAR – video explaining the whole process; please see

<https://www.youtube.com/watch?v=Ki520qAjNTg>

Responsibilities

Responsibility for coordination of Inclusion and SEN provision is as follows:

- **Head Teacher** – overall responsibility for the provision and progress of learners with SEND
- **SEN Governor** – meets regularly with the SENCo and has access to information which allows them to monitor and evaluate the effectiveness of the SEND policy
- **SENCo** – supports, leads and provides professional guidance to class teachers, maintains up to date records of SEND children, monitors and evaluates interventions, liaises with parents and outside agencies
- **Class Teachers** – provide quality teaching within the classroom, implement SEND policy, identify, plan for and provide intervention for children in their class, liaise regularly with parents and SENCo