

Kildwick CE Primary School
Striving for Excellence and Promoting Christian Values

Date Approved:

Next Review: January 2018

Special Educational Needs (SEN) Policy

Objectives of the policy

This policy outlines how the school, and the school community, actively seek to remove the barriers to learning that can exclude or hinder individual children or groups who have been, or are in the process of being, identified with SEND. This includes those children with a statement or Educational Health Care Plan. This policy follows the legislation which the school must legally adhere to:

SEND Code of Practice 2014

Sex Discrimination Act 1975

Race Relations Act 1976 / 2000, 1999 & Gender Equality Duty 2007

Employment Equality Regulations 2003 / Equality Act 2007 Disability Discrimination Act 1995 / 2005

Every Child Matters 2005

LEA Admissions policy

Children and Families Bill 2013

As a school community we consider inclusion to be ensuring that we work hard to remove or address any barriers to learning or participation in school life and extra-curricular activities. These barriers may include:

- Differing academic abilities
- A range of physical abilities
- Medical needs
- Behavioural needs
- Different ethnicities and faiths
- Family and home life challenges
- Language - English may be an additional language
- Discriminatory attitudes and practices

Inclusion / SEN Roles and Responsibilities

The Head Teacher and SENCo ensure that the school's SEND provision meets the needs of individual and groups of children in line with statutory legislation, and that the progress and outcomes for SEND children is reviewed on a regular basis.

The Head Teacher and SENCo ensure that the day to day provision in classrooms for SEND children is effective in moving SEND children forward. They liaise with parents alongside class teachers in ensuring the best

possible outcomes and liaise with outside agencies to provide additional support and guidance. They are involved in monitoring teaching and learning.

The SENCo and Head Teacher maintain and update the school SEN register and ensure that children are placed on or removed from the register following discussion with parents.

The SENCO must meet with the SEN Governor (Heather Parsons) on a termly basis to discuss, monitor and evaluate provision, progress and attainment. The SEN Governor then reports to the full governing body. The SENCo should attend a full governing body meeting annually.

Class teachers are responsible for the day to day provision for the SEND children in their class. They ensure teaching and learning is differentiated to meet the need of the children as well as monitoring and evaluating the children's progress including setting future targets for them. They report to the SENCO any child that may be causing concern and are responsible for reviewing and updating children's IPM's and Inclusion Passports every half term. They meet with the parents of SEND children as part of this process to ensure they have a voice in the provision their child receives as well as gathering the views of individual SEND children on the provision they receive (age appropriate).

Teaching Assistants provide specified work and carry out planned programmes of work according to children's IPM's and are directed by the class teacher. The quality and effectiveness of these interventions are closely monitored by the Head Teacher and SENCo.

Midday supervisors and other ancillary staff are aware of children who may require more support and they are given strategies to support children at lunch time when necessary. The SENCO will update these staff as and when there are significant changes and as is relevant to their role.

Assessment

The class teacher informs the parents at the earliest opportunity to alert them to concerns about their child and to enlist their active help and participation.

The class teacher and the SENCo assess and monitor the child's progress in line with existing school practises, acquiring external assistance and resources as and when necessary.

The SENCo works closely with parents, teachers and advanced teaching assistants to plan an appropriate programme of intervention and support.

The assessments of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher breaks down the assessment into smaller steps in order to assist progress and provide accurate indicators.

Assessment is also used to determine when sufficient progress has been made to remove a child from the SEN register completely or finish an Educational Health Care Plan. Parents will be kept informed of any changes made to their child's status on the SEN Register.

Response and action

Following the introduction of the Children and Families Act 2014, Special Educational Needs and Disability Code of Practice 2014 the categories of School Action, School Action Plus and Statements as a means of offering a graded response to children's special educational needs no longer exist. In their place children on the SEN register will be provided a graduated approach which may include differentiation of learning within lessons, additional small group work or interventions, pastoral support or 1:1 sessions. This graduated response will include termly reviews of the progress made and adaptations to the support provided as required.

All children on the SEN register will have an Individual Provision Map (IPM) detailing the support given as part of the graduated approach. A copy is sent home to parents and a copy will be kept in class so that the class teacher and Teaching Assistants have continued reference to a variety of strategies that may be used.

As part of the graduated approach to SEN the class teacher, SENCo and Head Teacher are supported by outside agencies, such as Educational Psychologist, Behaviour Support, Learning Support, Speech and Language Therapists, English as an additional language support, Autism Support, Social Services, Education Social Workers, School Nurses and Community Paediatrician. Parental permission will be sought for any referral to an outside agency as well as being involved in all meetings that are conducted either by attending actual meetings with the outside agency or receiving feedback from the SENCo.

For children who have more complex needs, and Educational, Health Care Plan (EHCP) may be written and monitored by all professionals who are involved with the child alongside parents and, if appropriate, the child. This will replace the current statutory assessment process that leads to a statement of need. Each EHCP will be reviewed annually by all involved and may result in additional funding to enable the school to employ support for the child of 22 hours plus. The support is dedicated support for a specific child however it is recognised that every child needs to be independent and the PSA may work with the allotted child and a small group should this be appropriate.

Moving On

A transition review for children with Statements of Need/ Educational Health Care Plans takes place with the LEA at the end of Year 5/beginning Y6 to prepare for difficulties the children may encounter and put in place any strategies to help the child should it be needed.

Children with a statement/ Educational Health Care Plan in Year 6 and going to South Craven School will be taken by Teaching Assistants on separate visits to ensure that the children are fully prepared before they go on their induction day with the rest of their peer group. Children with special needs in Y6 who go to any school outside the cluster area are also taken to see their new school to enable them to adjust before they move on. The SENCo from that school is also invited to the transition review for that child.

We have an open policy of sharing information of children who move to another school at any age. Any documents, pieces of work or IPM that would help the child to continue their development are sent on to the new school.

Children on the SEN register have small group work to help them with the transfer to Secondary School.

More Able, Gifted and Talented

Children who have exceptional aptitude for learning or physical skills may also have needs which aren't fully covered by differentiation of the curriculum. If these aren't addressed at school, then the child is likely not to fulfil his or her potential. While this policy is primarily intended to serve those who need support to get full access to the curriculum, the same practices will be applied to a gifted, talented and able child:

- They will be catered for by the inclusion policy as well as all other pupils
- They will be noted on the More Able, Gifted and Talented Register.
- Parents, and if possible the child, will be consulted about their needs.
- Their needs will be assessed, if necessary involving outside agencies

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class 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.
- Pupils are supported alongside their peers whenever possible.
- All pupils, including SEND pupils, are encouraged to join in extra-curricular activities and pupil led teams.
- All SEND pupils have individualised targets within an Individual Provision Map
- Provision maps are shared so that staff, pupils and parents know what reasonable adjustments and individual strategies are available.
- Training for staff is identified and arranged for staff.
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents via the parent policy page of the school website, or available on request.
- 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 by the Head Teacher / SENCo
- Additional help will be sought appropriately from outside agencies e.g. Educational Psychologists, Enhanced Mainstream Schools, ASCOSS etc.
- All SEND pupils will have individualised provision maps and Inclusion Passports but some children may have behaviour plans, risk assessments or health care plans
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform Individual Provision Maps.
- Teaching Assistants 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 needs.

- The Head Teacher and 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, currently the Code of Practice 2014.

Achievement of SEND pupils.

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.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Completion of statutory functions by the Head Teacher and SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM) to audit.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, Head Teacher and SEN governor. This may also include LA advisors.
- 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 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
- Holding the school to account for its use of SEN funding

The most up to date SEND information report should be accessible on the school website. It should include information about:

- the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo (mainstream schools),
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Information about how the school will support transition for children to different phases of education.
- The information report should include information about extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Equal Opportunities and the avoidance of discrimination.

Inclusion is monitored by looking for any evidence of exclusivity and discrimination and the wellbeing of the individual child.

- The progress towards targets on Individual Provision Maps (IPMs),
- IPMs will be written for children with identified Special Educational Needs (SEN). Individual targets will be identified and planned for by class teachers in conjunction with the Head Teacher and SENCo. There will then be discussion with parents and child before the IPM is signed by each participating person. The IPM will be reviewed following a discussion with the class teacher and parents and a new IPM will then be written. All targets will be specific, measurable, achievable, relevant and time- specific (every half term)
- Termly Performance Management meetings between all class teachers and the Head Teacher, which track the performance of all children, are used to track the progress of children with an IPM. The Head Teacher and SENCo also monitor the quality of IPMs, ensures that IPMs are kept up to date and high quality provision and intervention are delivered as well as tracking the progress of all SEN children. The SENCo reports back to the SEN Governor termly on the outcome of all tracking and monitoring.
- An open-door policy run by teaching staff and the Head Teacher which means that concerns can be brought directly to their attention
- Regular questionnaires of the opinions of pupils and parents
- Monthly drop in sessions on the first Monday of every month for parents to meet with the SENCo to discuss concerns and receive additional support.