



North

Yorkshire County Council

Children and Young People's Service



Darley & Summerbridge Community Primary Schools and Early Years Unit



Policy for Special Educational Needs and Disabilities (SEND)

This policy is in line with the [SEND Code of Practice \(2014\)](#)

Abbreviations used

ASCOSS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
ESWS	Educational Social Work Service
IES	Inclusive Education Service
SALT	Speech and Language Therapy
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

School's aims and values statement

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident, independent individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training (6.1 final draft CoP)

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative governor (Lynne Bennion), who takes particular interest in this aspect of the school's work.

Objectives of the policy

The schools will use their best endeavours to ensure that any child with SEND gets the support they need to reach their full potential – this means doing everything we can to meet their individual needs. We will ensure that children and young people with SEND are fully integrated into all school activities alongside pupils who do not have SEND. A designated teacher will be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO. Parents will be informed when we deem it necessary to make special educational provision for a child.

The schools will prepare an SEND information report that sets out SEND provision as well as information about the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

Philosophy

The federation of Darley & Summerbridge Primary Schools believes that:

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff.



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- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and different routes to achievement will be recognised.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with SEND.
- 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 will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Principles

A child is defined as having Special Educational Needs or Disability (SEND) if they have a learning difficulty which calls for special educational provision to be made, or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school (xiii, xiv CoP 2014). Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010. Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Procedures

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

1. The Headteacher

The Headteacher will keep the governing body informed about SEND issues and will work closely with the SENCO (Aileen Cameron). The Headteacher has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

2. The Governing Body

The Governing Body is required to:

- Understand how the responsibilities for SEND provision are shared within the schools.
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy.
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the schools.
- Ensure that SEND provision is an integral part of the School Development plan.



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- Ensure the necessary provision is made for any pupil with SEND.
- Ensure pupils with SEND are fully included in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Have regard to the requirements of the Code of Practice for Special Educational Needs (2014).
- Report to parents on the implementation of the federation's SEND policy to inform them of how it is implemented and how funding is allocated to provide for SEND pupils through the school website.
- Ensure that appropriate staffing and funding arrangements are in place and monitor the schools' work with SEND pupils.

3. The SENCO

The SENCO is responsible for:

- Overseeing the day-to-day operation of the federation's SEND policy.
- Co-ordinating the provision for pupils with SEND.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify children with SEND.
- Carrying out assessments and observations of children with SEND when necessary.
- Supporting teachers in drawing up SEN Support Plans and setting targets appropriate to the needs of the pupils.
- Overseeing and monitoring use of provision maps to ensure needs of pupils are met
- Liaising closely with pupils with SEND and their parents, so they are aware of strategies being used and are involved as partners in the process.
- Liaising with outside agencies.
- Maintaining an SEND register and records which will be reviewed termly and shared with the SEND Governor.
- Monitoring and evaluating the progress of all SEND pupils through the use of existing school assessment information; liaising both with teachers and teaching assistants (TAs) and through pupil progress meetings.
- Monitoring and evaluating the progress of pupils receiving intervention programmes to ensure effective targeting of support.
- Contributing to the in-service training of staff.
- Liaising with the SENCOs in other primary and secondary schools and pre-school settings to help provide a smooth transition from one setting to the other.
- Attending partnership SENCO network meetings.
- Attending training courses and feeding back relevant information to the whole staff.

4. Class teachers

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Liaising with the SENCO for advice on assessment and strategies to support inclusion.
- Making themselves aware of the SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Creating SEN Support Plans for children, ensuring children and parents are involved in the process, with the support of the SENCO.
- Tracking all children's progress.
- Giving feedback to parents of pupils with SEND.
- Attending meetings with outside agencies when necessary.
- Liaising with TAs about appropriate ways to support pupils.



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5. Teaching Assistants

Teaching Assistants are responsible for:

- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provisions for pupils with SEND.
- Giving feedback to class teachers about pupils' responses to tasks and strategies.
- Supporting individual children or groups within the class as required.
- Delivering targeted interventions under the guidance or instruction of the SENCO/class teacher.
- Liaising with the SENCO to report progress made by pupils taking part in interventions.
- Liaising with the SENCO in relation to behaviour management and other issues for particular pupils.

Whole school approaches

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure high quality teaching for all.
- Regular communication takes place between class/subject teachers, TAs, SENCO, parents and pupils to promote good progress. Pupil progress meetings take place within the first two weeks of each academic term and SEN meetings take place as soon as possible after pupil progress meetings (with the exception of Autumn term, in which SEN meetings take place **by October half term** to allow time for class teachers to get to know new pupils in the class).
- All staff have appropriate access to up to date relevant information about pupils with additional needs.
- Differentiation is used effectively in all classes to meet the needs of all pupils.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All pupils on the SEND register have individualised targets.
- Provision maps reflect 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

- Where there is a concern about a child's progress, a short note is made on the child's Individual Provision Map and parents are informed. Support is planned and the progress of the child is monitored for an agreed period (usually a term). If the child has failed to make adequate progress in this time, they are identified as having SEND.
- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Assessment materials are used as appropriate to track children's progress, with pre-key stage statements being used to track small steps of progress where appropriate.
- Additional help will be sought appropriately from EPs, IES, SALT, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or Education, Health and Care Plans where necessary.
- Reviews will be held regularly with pupils and families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will have access to appropriate training so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Additional transition arrangements will be put in place to support pupils with additional needs.



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- 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, currently the CoP 2014.

Monitoring and evaluating progress

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole federation system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for vulnerable groups, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Forensic 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.
- Annual financial returns.
- Completion of statutory functions by the SENCo related to referral for Education, Health and Care Plans, termly meetings and annual reviews.
- Work scrutiny.
- Focused monitoring by the SENCO, LA advisor, SEN governor.
- Detailed discussions with families and pupils.
- Monitoring through times of transition.
- 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 SEN governors who are champions 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, including talking to pupils.
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.
- Holding the federation to account for its use of SEN funding.

Monitoring

This policy will be kept in the school office

This policy will be reviewed every two years by the Federated Governing Body of both Darley & Summerbridge Community Primary Schools.

Signed _____ Chair of Governors

Signed _____ Head teacher



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Date adopted by Governing Body _____