



## Egton CE VA Primary School

### Policy for Special Educational Needs and Disabilities (SEND)

<b>Effective Date:</b>	March 2017
<b>Date Due for Review:</b>	March 2018
<b>Approved By:</b>	Governing Body
<b>Approval Date:</b>	14 <sup>th</sup> March 2017

This policy is in line with the Code of Practice 2014

#### *Abbreviations used in this policy*

<i>ASCOSS</i>	<i>Autism Outreach Support Service</i>
<i>CoP</i>	<i>Code of Practice</i>
<i>EP</i>	<i>Educational Psychologist</i>
<i>EMS</i>	<i>Enhanced Mainstream School</i>
<i>ESWS</i>	<i>Educational Social Work Service</i>
<i>IEP</i>	<i>Individual Education Plan</i>
<i>SEND</i>	<i>Special Educational Needs and/or Disabilities</i>
<i>SENCo</i>	<i>Special Educational Needs Coordinator</i>
<i>TA</i>	<i>Teaching Assistant</i>

## **Mission Statement:**

*“Our Mission is to inspire learning and develop children’s potential as individuals in a caring, happy and distinctively Christian family.”*

## **School's Aims and Values Statement**

Our vision for children with Special Educational Needs and Disabilities is the same as for all children and young people- that they achieve well in their early lives at school and in college, and lead happy and fulfilled lives. The aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence. (Vision statement, Code of Practice 2014)

## **Objectives of the policy**

It is the aim of the Governing Body and the staff of the school, in active partnership with the children, parents, representatives of the community and officers of the County Council to enable the children to develop their full intellectual, spiritual, physical, emotional and social potential.

At Egton CE VA Primary School, in line with our Mission statement, Inclusion Statement and School Objectives, we aim to:

- provide within the school a flexible and staged structure of provision for meeting pupil's special educational needs and disabilities, in line with the Code of Practice 2014.
- provide a differentiated curriculum which allows for the needs of individual pupils.
- establish common assessment procedures to identify and monitor progress.
- foster and maintain links with all outside agencies and educational support services.
- initiate and facilitate staff development programmes concerned with special educational needs.
- foster and maintain effective links with secondary and special schools to ensure identification and successful transfer of pupils with special educational needs.
- ensure that parents are involved as partners in the education of their children.

## **Philosophy**

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.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- 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 should 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 and Disabilities (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.

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 SEN provision and arrangements for coordinating Inclusion and SEN provision is as follows:

### **Roles and Responsibilities**

#### **The Headteacher - Mrs Liz Orland**

The Headteacher is the "responsible person" in receipt of information from the Local Educational Authority regarding the special educational needs of pupils within the school. She will be the principal agency through whom the governors discharge their duties. She will be the member of staff to oversee provision for Special Educational Needs throughout the school and to represent those needs in discussion where necessary.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher should keep the governing body fully informed (whilst maintaining confidentiality) and also work closely with the schools SEN co-ordinator.

#### **The SENCO**

In this school the Special Educational Needs Co-ordinator is also the Headteacher.

The SENCO, working closely with fellow teachers, is closely involved in the strategic development of the SEN policy and co-ordinates the provision of education for pupils with identified needs. The SENCO has responsibility for day to day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN.

### **The Governing Body**

The governing body should, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work. Mrs Celia Hare is the schools SEN Governor.

### **The Day to Day operation of the School's SEN Policy**

Some children admitted to Egton CE VA Primary School will already have had their special needs identified in their education setting. School will therefore have access to records that will include the child's I.E.P.'s/Support Plans/Inclusion Passports/Provision Maps (this will vary school to school).

In those cases the Headteacher, SENCO and class teacher will:

- *use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child*
- *identify and focus attention on the child's skills and highlight areas for early action to support the child within the class*
- *use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties*
- *ensure that on-going observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning*
- *involve parents in developing and implementing a joint learning approach.*

Some children will not have had their needs identified.

In these cases schools can measure children's progress by referring to:

- *their performance monitored by the teacher as part of on-going observation and assessment*
- *the outcomes from baseline assessment results*
- *their progress against the objectives being taught in English and Maths for their peer group*
- *their performance against the level descriptions within the New National Curriculum at the end of a Key Stage*
- *standardised screening or assessment tools.*

Early identification, assessment and provision are important as the earlier action is taken the more responsive a child will be.

If, despite all school strategies in place, a child's progress continues to cause concern, then the school will intervene.

### **Whole school approaches:**

*Learning and Growing Together with God*

- Staff contribute to the completion of IEP's/Support Plans/Provision Maps/Inclusion Passports 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
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- 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 as part of the governors' SEN information report

Strategies employed should be recorded within IEP's/Support Plans/Provision Maps/Inclusion Passports. This document will include information about:

- the short term targets
- the teaching strategies used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria outcomes

These will be reviewed at least twice a year.

### **Individualised approaches**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- 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 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, currently the CoP 2014

### 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
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns (e.g. part 7)
- Completion of statutory functions by the SENCo related to referral for statement/ 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 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

This policy has been made available to parents, governors and other stakeholders for consultation prior to adoption by the Governing Body.