

# Leavening Community Primary School



## Policy for special educational needs and disabilities (SEND)

Agreed by governors: May 2017

Review date: May 2019

This policy is in line with the Code of Practice 2001, soon to be revised

### Abbreviations used

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

At Leavening Community Primary School our purpose is

**TOGETHER WE CAN**, underpinned by our three core values of:

Look and learn beyond the classroom

Aim high so everyone can shine

Care, share and belong

Lead, teach and learn with passion.

Professionals who work with the fifth of 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, Draft Code of Practice 2013)

## **Objectives of the policy**

### **Introduction**

Leavening Community Primary School welcomes all children. We aim to develop talents and gifts of all pupils. Our teachers set challenges for each pupil individually. We recognise the diversity of Children in our care and take account of the requirement to make provision for these children. We support these children and encourage them to participate in all aspects of school life. This policy ensures that planning for children with Special Educational Needs (SEN) continues at all stages throughout the school.

### **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 (SEN) 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. (CoP 2001, due for revision shortly)

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:

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/ 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/ learning support dept. 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 on display 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 to inform the school offer. This is published on the school website as part of the governors' SEN information report\*.

**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 2001

## **Monitoring and evaluating performance**

### **'All teachers are teachers of children with SEND' (draft CoP 2013 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: (personalise for your school)

- 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 (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

Formulated: May 2017

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\*SEN information report

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of Academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. Governing bodies and proprietors must also publish information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to assist access of disabled pupils and their accessibility plans. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information should relate to provision set out in the local offer.’

New indicative CoP 5.8