

HUBY CE (VC) PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy is underpinned by the Special Educational Needs (SEN) and Disability legislation and reflects the legislation held in the school's Equality Scheme. Children who have Special Educational Needs at the top-end of the spectrum are dealt with in the school's Gifted and Talented.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Everyone at Huby CE (VC) Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The head teacher, staff and governors accept that pupils with special educational needs are the shared responsibility of the **whole** staff. The Special Educational Needs policy at Huby is based on Christian values and supports our mission statement:

"Only my best will do, be kind to one another"

Aims

We aim to provide every child with access to a broad and balanced education and to operate a "whole child, whole school" approach to the management and provision of support for special educational needs. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

• **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school. This will then provide the SENCo with the information necessary to allow them to support and advise all staff working with special educational needs pupils.

- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupil with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Easingwold Enhanced Mainstream School
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and contribute to their own targets as set out in their Individual Provision Maps (IPM's) To carefully monitor the progress of all pupils at regular intervals. Pupil participation is also encouraged through school by wider opportunities such as being a buddy and Huff and Puff play leader, school council, residential visits, school plays, sports teams and other extra-curricular activities

TYPES OF SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Identification, assessment and review of pupils with SEN

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

A Graduated Approach to SEN Support:

At Huby Primary School, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- Highly differentiated lessons with clear, sharp learning objectives and success criteria.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.

- High levels of pupil involvement and engagement with their learning.
- Regular use of encouragement and praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are given to staff to extend their knowledge and understanding of SEND and high quality teaching.

Identification of pupils:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN 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.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, so that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external

support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly through the review of the child's IPM. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO and consultation with parents and pupils will revise the support and outcomes based on the pupil's progress and development making any necessary amendments.

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 (which have replaced the 'statement') will be taken at a progress review.

The application for an Education, Health and Care Plans 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.

Following Statutory Assessment, an EHC Plan will be provided by North Yorkshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to

be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole.

The board of governors, in consultation 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 an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- * The necessary provision is made for any pupil with SEN
- * All staff are aware of the need to identify and provide for pupils with SEND
- * Pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs.
- * They have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- * They are fully informed about SEN issues, so that they can play a major part in school self-review
- * They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The Head Teacher is responsible for:

- * The management of all aspects of the school's work, including provision for pupils with special educational needs
- * Keeping the governing body informed about SEN issues
- * Monitoring and reporting to governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as a whole.

The special educational needs co-ordinator (SENCo) is responsible for:

- * Overseeing the day to day operation of the school's SEN policy
- * Co-ordinating the provision for pupils with special educational needs
- * Ensuring that an agreed, consistent approach is adopted
- * Liaising with and advising other school staff
- * Helping staff to identify pupils with special educational needs
- * Carrying out assessments and observations of pupils with specific learning problems
- * Supporting class teachers in devising strategies, drawing up Individual Provision Maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- * Liaising closely with parents of pupils with SEN alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents

- *Maintaining the school's SEN register and records
- *Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- *Contributing to the in-service training of staff
- *Liaising with the SENCOs in other settings to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- * Providing high quality teaching for all children
- *Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- * Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- * Retaining responsibility for the child, including working with the child on a daily basis
- *Making themselves aware of the school's SEN policy and procedures for identification, monitoring and supporting pupils with SEN
- * Directly liaising with parents of children with SEN

TAs should:

- *Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- *Use the school's procedure for giving feedback to teachers about pupils' progress.
- *Work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.

Parents

Partnerships with parents play a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents will:

- Approach class-teachers over concerns about special educational needs. The school needs to be aware of a problem, so it can be dealt with effectively.
- Make an appointment with the head teacher if a satisfactory outcome to their problem is not achieved by the class teacher.
- Support their child by undertaking extra work at home when needed.
- Support the school and its staff by attending SEN review meetings when necessary and providing relevant information.
- Contribute their views towards IPM's.

Children

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Children will:

- Always aim to achieve to the best of their abilities.
- Contribute where appropriate to their own targets and IPMs.

- Aim to maintain good personal relationships between themselves, other pupils, their teacher and support assistant

Bullying

- At Huby we take steps to ensure and mitigate the risk of bullying of vulnerable learners as outlined in our behaviour and Anti bullying policy.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File in locked cabinets in the school office. SEND records will be passed on to a child's next setting when he or she leaves Huby Primary. All records shall be kept in line with the schools Confidentiality Policy.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

The Special Educational Needs Co-ordinator is Katie Booth

The Designated Governor is Mrs J Abbey

This policy will be reviewed annually by the Governing body.

January 2015