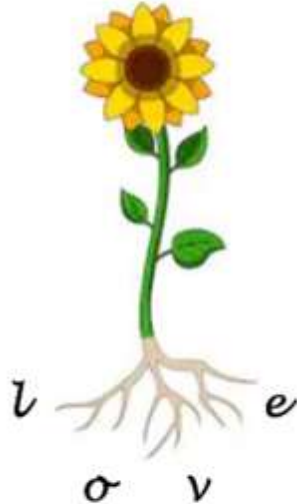


North Stainley CE Primary School

We are our school, we have our roots and foundation in love



Our school is us, we will grow, blossom and flourish.

Policy for Special Educational Needs and Disabilities (SEND)

This policy is in line with the SEND Code of Practice - September 2014

Policy agreed: 25/11/2020

Headteacher: *LE Wallen*

Louise Wallen

Chair of Governors:

Nathaniel Potts

Nathaniel Potts

Policy to be reviewed:

Policy to be reviewed:

Abbreviations used:

CoP Code of Practice
EHCP Education Health Care Plan
EP Educational Psychologist
IES: Inclusive Education Service
ESWS: Educational Social Work Service
SEND: Special Educational Needs and/or Disabilities
SENCo: Special Educational Needs Coordinator
TA: Teaching Assistant

IPM: Individual Provision Map

Our school vision of having our roots and foundation in love comes from St Paul's letter to the Ephesians. St Paul says "I pray that Christ will make his home in your hearts through faith. I pray that **you may have your roots and foundation in love**, so that you ... may come to know his love — although it can never be fully known — and so be completely filled with the very nature of God. (Ephesians 3: 17-19)

Love is the rich soil in which all our Christian values take root.

Friendship

Respect

Resilience

Empathy

Independence

Aspiration

Living out these values will enable us all to grow, blossom and flourish and become caring, confident, successful and responsible citizens of our amazing world.

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

Objectives of the Policy

At North Stainley CE Primary School we aim to provide all children with an enjoyable learning experience in which they thrive. We offer an inclusive and welcoming ethos which fosters the development of well-rounded individuals.

We believe that all children should be equally valued in school. We recognise that children learn using a diverse range of styles and aim to teach according to individual learning types, recognising different life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, new arrivals and learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Learners who are gifted and talented
- Learners who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

Children learn through a variety of settings: mixed age classes, single year cohorts, small focused groups and one to one teaching. This variety enables teaching to be differentiated to meet the needs of every pupil in the class. Teaching staff plan and deliver an exciting and stimulating curriculum which engages children at all levels.

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. (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, roles and responsibilities

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

Class teachers:

They are responsible for the day-to-day provision for pupils on the SEND register and Vulnerable Learners list. Their role includes:

- Writing a child's individual provision map (IPM) in consultation with the SENCo, pupil and parent.
- Implementing the targets identified in the IPM; delegating tasks to teaching assistants when necessary.
- Differentiating and adapting provision to meet a pupils needs with guidance and advice from outside agencies.

- Using a variety of recording methods, recognising individual strengths and minimising barriers to progress.
- Reviewing provision at least termly and adjusting it to suit the changing needs of individual pupils.
- Monitoring implementation of provision and pupil progress.

Special Educational Needs Co-ordinator (SENCo):

The SENCo is Maggie Wilson. She has an MA (SEN) and the NASENCo qualification.

Responsibilities include:

- Ensuring the statutory requirements of the SEN Code of Practice are implemented in school.
- Reviewing policies and procedures annually including SEND policy, School offer, provision maps and the SEN budget and Part 7 return in consultation with the Head Teacher.
- In partnership with staff, pupils and parents set, monitor and review children's Individual Provision maps (IPM).
- Monitoring SEND pupil progress.
- Applying for EHCPs where school needs additional resources to meet a child's needs.
- Liaising with outside agencies and seek advice and support for children with SEND in school.

SEN Governor:

The SEN Governor is Kate Khan. Her responsibilities include:

- Liaising on a termly basis with the SENCo
- Reviewing SEN procedures and policies and feedback to the Governing body
- Participating in monitoring procedures; learning walks, planning and work scrutiny, resource audits and pupil discussion

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.

- The SENCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- 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
- School uses the local authority's advice 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, IES, ESWS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a mentor.
- 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 interventions, including their value for money.
- 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 care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENCo, 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

Specialist SEN provision

At present there is no additional specialist SEN provision on site.

*The SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** 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. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young

people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include 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.