

Stokesley Community school

Policy for special educational needs and disabilities (SEND)

Agreed by governors – Autumn 2014

Review date - Autumn 2017

**This policy is in line with the final draft Code of Practice which will be ratified by parliament for use
from September 2014**

Abbreviations used

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

Learning, Enjoying, Achieving

Stokesley Community Primary School is a place where everyone has respect for themselves, others and their environment.

We foster a caring and creative environment where every child succeeds and is encouraged to be an independent learner.

Stokesley Community Primary School values the abilities and achievements of all its pupils, and is committed to providing the best possible learning environment for every child.

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.

Objectives of the policy

- To ensure that all the pupils have access to a broad and balanced curriculum.
- To provide an additional and differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring additional educational provision as early as possible in their school career.
- To ensure that SEND pupils take as full part as possible, in school activities.
- To ensure that parents of SEND pupils are kept informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future provision.

We recognise that many pupils will have Special Needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The policy has been written by the school SENCo, and discussed with the Head and SEN Governor. It has also been linked to the School Development Plan and the SEN Development Plan and supported in other school Policies.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Stokesley Community primary School Philosophy

- 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 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)

Stokesley Community primary School uses their best endeavours to deliver the special educational provision called for by the child's or young person's needs using a graduated approach.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEN.

Responsibility for coordination of Inclusion and SEN provision is as follows:

Class teacher

Responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support)
- Updating provision and interventions children may be included in, and meeting with parents to share and review these once each term.
- Ensuring that all staff working with children in their class are well supported so all children can achieve the best possible progress.
- Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCo

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's inclusion register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The head teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that children's needs are met.
- S/he will ensure that the training needs of SENCO and other staff are met.
- S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

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/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils
- The SENCo offers advice on differentiation to all staff where necessary
- Pupils are supported alongside their peers
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets and assertive mentoring meetings
- Provision for pupils with SEND is reflected throughout school self-evaluation and is detailed on the school website under what 'Stokesley Community Primary School Offers'
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams

Individualised approaches:

- Evidence based 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
- Reviews will be held regularly with families.
- 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 is appropriately qualified and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- The school will follow the latest statutory guidance, currently the Code of Practice 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
- 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 statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- 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

Formulated on 2nd July 2014 – Mrs S J Monsarratt (SENCo)

Approved by governor – autumn 2014

Review date – autumn 2017