



Stakesby Community Primary School

Policy for special educational needs and disabilities (SEND)

Agreed by governors July 2015

Review date: July 2018

This policy is in line with the SEN Code of Practice ratified by parliament in
September 2014

Abbreviations used

SSA	Special Support Autism
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



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School's aims

At Stakesby School, we aim to ensure that all pupils, including SEND pupils, have access to a broad and balanced curriculum. Additional and differentiated activities are provided as appropriate to the individual's needs and abilities, to make sure that everyone takes an active part in the life of the school. In addition, we aim to work collaboratively with SEND pupils, parents, teaching assistants, teachers and outside agencies to ensure full participation in decisions affecting the SEN provision and the progress and attainment being made.

Objectives of the policy

At Stakesby Community Primary School, we are determined to meet the educational needs of all our pupils, to encourage independence and full participation in the life of the school.

A significant number of pupils will, at some stage of their school career, experience some degree of special educational need. Working within the guidelines of the Code of Practice, it is the governor's intention that the educational needs of all pupils are identified and provision made to meet these as early as possible.

It is expected that all relevant information concerning children with special educational needs will be treated with the appropriate respect and confidentiality.

Everyone in the school community has a positive and active part to play in achieving these objectives:

- Governors - by fulfilling their statutory duties with regard to special educational needs.
- Staff - by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, within their teaching groups, by working in partnership



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with the SENCo, pupil, parents and other agencies and by participating in appropriate training.

- Pupils - by being involved in the planning of their education through having a say in their targets and reviews of their progress.
- Parents - by working in partnership with the school to help meet their child's needs.

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



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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

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:

1. Each class teacher is responsible for coordinating the day-to-day provision for pupils designated as having special educational needs. They will be assisted in this task by the school's SENCo as and when appropriate.
2. The SENCo will have a meeting with class teachers at the end of each term. The progress of all SEN pupils will be reviewed at this meeting. The part of each pupil's curriculum that is "additional" and "different" will be planned and appropriate levels of support and resources identified.



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3. The role of the SEN Governor is to monitor the SEN provision made by the SENCo and to challenge decisions where pupils are not making satisfactory or expected progress. The SEN governor should support the SENCo in the decision making process covering the types of additional support given to pupils and should be able to understand the rationale for the provision made and be able to report back to the school's Governing Body.

The class teacher remains responsible for the progress of all pupils in their class including those with special educational needs. The SENCo is responsible for the evaluation of each pupil's curriculum where it is "additional" and "different" and will report back to the headteacher at the end of each term. The SENCo will support class teachers each term when they meet with the parents of pupils with special educational needs to evaluate the progress being made by their child and discuss the plans, targets and outcomes for the term ahead.

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 with additional needs
- The SENCo will 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



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- 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.

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, SSA etc.
- All pupils designated as having special educational needs will have an Individual Provision Map (IMP) detailing the short term targets for each term and the provision made to meet those targets. The targets and the overall effectiveness of the plan will be evaluated by the class teacher at the end of each term and discussed with parents at the start of the following term.
- 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:



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- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Observations 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.
- 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

Formulated...June 2015.....

Approved by governors.....July 2015...

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