



## Kirk Hammerton Primary School

### Policy for Special Educational Needs and Disabilities (SEND)

*The school seeks to 'Create a happy and secure learning environment where children develop self confidence and sensitivity for others and are encouraged to achieve their full potential.'*

#### **Rationale**

At Kirk Hammerton Primary School we aim to enable all children to be included in the caring and supportive environment of our school in which they feel happy and secure in the knowledge that they are supported in working towards achieving their full potential, and to become confident individuals with fulfilling lives.

We aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We understand that all children:

- have different educational needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We have high expectations of all our children. We provide a broad and balanced curriculum which responds to children's diverse learning needs.

It is recognised that some children may have special educational needs (SEN) which require particular action to be taken by the school. Special educational provision is provision which is different from or additional to the provision made for children of the same age in a mainstream school.

Children may have difficulties in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Children may have SEN either throughout or at any time during their school career. This policy ensures that the curriculum planning and assessment for children with SEN takes account of the type and extent of their experienced difficulties.

#### **Aims and Objectives**

The aims of this policy are to:

- fulfil statutory obligations.
- ensure that we use our best endeavours to make sure that children with SEND get the support they need (Code of Practice 6.2)

- create an environment that meets the special educational needs of each child.
- ensure that systems are in place so that the special educational needs of children are identified, assessed and provided for.
- identify the roles and responsibilities of staff in providing for children's special educational needs.
- ensure that children with SEND engage in the activities of the school alongside their peers who do not have SEND (Code of Practice 6.2)
- enable all children to have full access to all elements of the school curriculum.
- ensure that parents are able to play their part in supporting their child's education.
- ensure that our children have a voice in this process.
- make clear the expectations of all partners in the process.

This policy will ensure that pupils with SEN or Disability (SEND) are not discriminated against. It will be used to ensure that the funding that has been assigned by the Governing Body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

- 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

#### **Whole school approaches:**

- All staff are committed to ensure quality first teaching for all children.
- There is regular communication about progress, between class teachers, teaching assistants, senior leadership team, SENCo, parents and children.
- All staff have appropriate access to up to date information about children with additional needs.
- Children with SEND are supported alongside their peers whenever possible (There are times when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom with teaching assistants)
- All children are encouraged to join in extra-curricular activities.
- All children have individualised targets.
- Teachers help children to manage their behaviour and to take part in learning effectively and safely.
- Access arrangements are made when necessary, to ensure children are not disadvantaged in tests and exams.
- The school publishes its response to the LAs local offer on the website and this is updated annually.

#### **Individualised Approaches**

- Additional evidence-based interventions will be implemented as necessary and these interventions will be monitored and evaluated regularly.
- Children with SEN will have individualised provision maps. Some will have Inclusion Passports, behaviour plans and risk assessments as necessary.
- Provision maps and behaviour plans are shared so that all staff, the child in question and his or her parents are aware of the reasonable adjustments and provision that are being made.
- Progress will be reviewed at least termly and children and their parents will be respectfully listened to and their views taken into consideration.
- Staff help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Staff training will reflect the needs of the current school community.

### Assessment process

- Early identification of a barrier to learning is important. Class teachers supported by the senior leadership team make regular assessments of progress for all children. These assessments identify children making less than expected progress.
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.
- All pupils are assessed at least termly across the curriculum, using teacher assessment and recognised assessment tools. National Curriculum statements are recorded and are used to help track progress and inform planning.
- Pupils with SEN will often make small steps of progress. Our school makes use of PIVATS to help assess and record these small steps, including progress through P Scales.

### Identifying SEN

- When a child is first identified as making slow or inadequate progress, high quality first teaching must be adjusted to respond to his or her needs.
- If quality first teaching does not enable the child to make adequate progress extra support from an adult or specialised resources may be used. The SENCo will be informed.
- If the child still continues to make inadequate progress the Class Teacher along with the SENCo will assess whether or not they feel the child has a significant learning need.
- It may be necessary to seek the support of an outside agency such as educational psychology or an EMS at this stage.
- If it is felt that the child has special needs, Parents will be consulted.
- The support and intervention of a child will be recorded on an Inclusion Passport and/or Education Health Care Plan.

(Slow progress and low attainment do not necessarily mean that a child has SEN)

### Graduated Approach

Once it is acknowledged that a child has additional needs, a 'graduated approach' is followed and regular, effective assessment is carried out:

- **Assess:** This provides both the Class Teacher and SENCo with a clear understanding of the area of need. This may include the completion of a CANDO. Views of parents and pupils will be sought at this stage. Trends in learning needs are noted and quality first teaching is adjusted to try to support progress.
- **Plan:** At this point, parents **are always** notified and consulted. This will include the support being given, targets to be set, expected impact and a date for review. Interventions being used are evidence based.
- **Do:** The class teacher remains responsible for working with the child on a daily basis and plans and assesses the support being given. The SENCo provides the class teacher with support in assessing and advising on the impact of support being provided.
- **Review:** The effectiveness of support and its impact are evaluated by an agreed date. Parent and pupil views are sought when analysing the impact of support. The class teacher then works alongside the SENCo to revise support in light of progress/development made by child. These revised outcomes are then shared with parents and pupils.

### Partnership with parents

At Kirk Hammerton School, we acknowledge that parents know their child best and we work hard to ensure that we establish a good working partnership between school and home. We will always listen to and take seriously any concerns expressed by parents.

We work closely with parents to support their children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. We feel parents can contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupil with special educational needs.

### **Pupil participation**

Through use of Assessment for Learning we encourage children to take responsibility and to make decisions for their own learning. Children are involved at an appropriate level in setting targets in their EHCP and are asked to share their views at their annual reviews.

### **Education, Health and Care Plan (EHCP)**

For some children with severe or complex needs that cannot be met from within the schools allocated resources an Education, Health and Care Plan (EHCP) may be requested. A range of written evidence about the child will support this request. Along with the EHCP request form the SENCo with parents or carers and the class teacher will also complete a Comprehensive Assessment of Need Document (CANDo). A multi disciplinary assessment of needs will take place and a decision may be made by the Local Authority to issue an EHCP. This will be reviewed and monitored annually.

### **Links with other schools/agencies**

Our school works closely with many other outside agencies to ensure that our pupils have the best provision. These include:

- EMS for Specific Learning Difficulty (Rosset High School)
- Starbeck School EMS for behaviour difficulties
- Autism support through ASCOSS
- Educational Psychology
- Paediatrician
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Educational Social Worker
- Visual and hearing support
- School Nurse
- Clinical Psychology

Parents will always be informed if our school has made the decision to involve a specialist.

### **Children with Medical Needs**

We believe that a medical diagnosis or a disability does not necessarily imply SEN, however we realise that a medical condition or disability may have a significant impact on a child's experiences and the way that they function in school. We will arrange consultation and open discussion between the child's parents, the school, the school doctor and /or school nurse, and any other specialist services providing treatment for the child. If appropriate, a health care plan will be drawn up.

In our school we aim to provide access to education for children with medical needs by:

- ensuring that all necessary staff training is undertaken to fulfil the need of the child.
- notifying the LA if a pupil is to be away from school due to medical reasons for more than 15 days (or if a parent requests this support).
- Maintaining responsibility for the progress of a child who is unable to attend school because of a medical need by supplying a programme of work and appropriate information regarding the pupil's abilities and educational progress.
- ensuring that pupils who are unable to attend school because of medical need are kept informed about school social events.
- being active in the monitoring of progress and in the reintegration into school, liaising with other agencies as necessary.

## **Roles and Responsibilities**

### **The role of the Class Teacher**

Class teachers are responsible for the progress and assessment of all children in their classes, whether or not those children have SEN. They are responsible for arranging meetings with parents to discuss the progress of children with SEN and the impact of interventions.

### **The role of the SENCo**

In our school the SENCO is Mrs Dickinson. She:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision along with the Class Teacher.
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- receives appropriate training.

### **The role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified Mrs. Victoria Sharp as the governor who has specific oversight of the school's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The governing body evaluates the work of the school in the area of SEND by:

- 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 children
- Ensuring there is appropriate continuing professional development for all staff with regard to SEND
- Holding the school to account for its use of SEN funding.

### **The role of the head teacher**

- The head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.
- The head teacher in consultation with the governing body decides on how the funding should be allocated to support special educational needs.
- The head teacher and the SENCO decide how to use funds directly related to SEND.

### **Legal Framework**

Our school will follow all relevant laws and guidelines. These will include:

- Education Act 1996 ( updated 2011 )
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- DfES SEND Code of Practice (0-25) (September 2014)
- DfES Inclusive Schooling: Children with SEN
- The Children and Families Act 2014

### **Guide to abbreviations used**

<b>ASCOS</b>	<b>Autism Outreach Support Services</b>
<b>CANDo</b>	<b>Comprehensive Assessment of Need Document</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EHCP</b>	<b>Education, Health and Care Plan</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>IEP</b>	<b>Individual Educational Plan</b>
<b>LA</b>	<b>Local Authority</b>
<b>P Scale</b>	<b>Pre- National Curriculum Scale</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>

### **PERSONNEL**

Interim Head teacher	Mr Harry Wood
SENCo	Mrs Ali Dickinson
Governor with Responsibility	Mrs Victoria Sharp

This policy was approved by Governors – January 2016

For review September 2016