



SEND Policy (Special Educational Needs and/or Disabilities)

All children will have equal access to teaching and learning and our SEND policy ensures that teaching is fully inclusive. We aim to plan for continuity and progression and once children move to secondary education.

We recognise the entitlement of all pupils to a broad and balanced curriculum. Our governors will ensure that appropriate provision is made for all pupils with SEND.

Document Status	
Date of Policy Adoption by Governing Body	October 2017
Responsibility	Mrs Maria Stubbs/Mrs Beth Gordon
Method of Communication	Website
Date of next review	October 2018

Our SENCO and Inclusion lead is Mrs Maria Stubbs

01757 704308 admin@brayton-pri.n-yorks.sch.uk

Ref: Role of the SENCO in Schools SEND Code of Practice, 6.89

Our schools SEN report can be read on our website under the local offer section

http://www.braytoncommunityprimaryschool.co.uk/website/local_offer_school_agreement/19119

The local offer covers services that are available within the Inclusive Education Service (IES):

Education - nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers;

Health - local doctors, paediatricians, school nurses and therapists;

Social care - respite services and children's disability services;

And support and services in the voluntary and private sector across North Yorkshire.

Rationale

This policy links closely with the school's Single Equality Scheme and is based on the same ethos as is closely linked with our SEND Information Report 2016. At Brayton C of E Primary School we strive to provide a happy, secure and inclusive environment in which all children thrive. We are committed to ensuring that all the children receive a curriculum relevant to their needs and ability and that wherever possible fulfils the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum. We endeavour to support the needs of all learners through a creative and child-initiated curriculum- see Teaching and Learning Policy.

Education must develop every child's personality, talents and abilities to the full (Article 29 from the UN convention on the rights of a child)

School Aims

- Every teacher is a teacher of every child or young person including those with SEND.
- To have systems for early identification of barriers to learning and participation.
- To have high expectations and suitable targets for all children.
- To ensure that all pupils have access to a broad and balanced curriculum, including full access to vocational education.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN 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.

This policy has been written with consultation from our pupils, parents, staff and governors.

This policy has been reviewed by the Deputy Headteacher, Headteacher and SEND Governor.

The Governors delegate to the Head Teacher/Deputy Head the responsibility to ensure that all demands regarding Special Educational Needs are met.

This policy will be available as reference to other policies including Gifted and Talented, Child Protection, Inclusion, SEN/BESD, Race Equality and Access.

The School Development Plan influences subject areas with regards to the SEND requirements.

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.

Headlines from the 2014 Code of Practice. From September 2014

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

There are four broad categories of SEND:
Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Physical and Sensory

We have children in all these categories of SEND.

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. We aim for our children on our SEND register to make progress which compares well with the progress made by other children in school.

Definition of Special Educational Needs

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

Roles and Responsibilities

The SEN team of the school is:

Head Teacher	Mr Bob Cochrane
SEND Coordinator (SENCO)	Mrs Maria Stubbs
SEND Governor	Mrs Claire Callaghan

The Role of the SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET & in-house CDP
- Liaising with external agencies, LA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.
- Attending termly LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that, where the Head Teacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

The Role of the Teacher

The teacher's responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- Working with SEND pupils on a daily basis to deliver IPM targets within differentiated planning, as given in the SEND handbook.
- Developing constructive relationships with parents
- Being involved in the utilisation of the school's SEND policy

The Role of the Head Teacher

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Allocation of Resources

Each year the SEND department are allocated a budget in line with the LA. The Governing Body strives to ensure that the resources are allocated to support appropriate provision for all pupils requiring it, and in meeting objectives set out in this policy.

SEND at Brayton C of E Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 11% of our children are currently either at SENS (SEN support) or have statements/ EHC Plans (Education, Health and Care Plans). This is below the current national average of 14.14% (January 2017) but means that all teachers expect to have children with SEND in their classes. Our school SEND register is a fluid register and pupils will also come off if they no longer require additional support beyond Quality First Teaching.

Types of SEND which we currently have in school, during 2017-2018, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- autistic spectrum and language disorders

Cognition and Learning

dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD, ASD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impaired

Medical Needs

- Epilepsy, bowel disorders and diabetes

Identifying children at SENDS (SEND Support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo/Inclusion Manager and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Paperwork for children at SENDS (SEND support)

Once a child has been identified as needing SENS the following paperwork is completed:

- *Annually*, a transition meeting takes place to ensure information is passed from the adults working with the child to next year's teacher.
- *Termly*, at parent progress meetings, an Individual provision Map, (IPM) is produced and reviewed. The plan records specific and challenging targets for the child to achieve in term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- *Regularly*, on tracking records the teacher or teaching assistant records a short comment about progress made towards each of the targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be supported by their teacher, **not always by a TA**. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on **outcomes, not hours**: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a whole school provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

Interventions generally last for one term.

At the end of each term, children's progress towards their targets is assessed and recorded.

A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and Learning Environment

Brayton C of E Primary School is disability friendly. The school is mainly on one level with two classrooms on the first floor. If a child moves into this age phases the classrooms would be relocated to enable full access. All corridors are wide and we have an easy access toilets and changing facilities. We generally find that no additional adaptations to the building are necessary for children with physical disabilities however other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEND and are at various points of their careers so have differing levels of experience however, all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

TAs and HLTA (higher Level Teaching Assistants) have expertise and training in areas of specific need or specific interventions. All TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to seek help from the four Enhanced Mainstream Schools (EMS) in our area as well as our Educational Psychologists and Early Years Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF (Common assessment framework) with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

North Yorkshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

North Yorkshire's Local Offer is available from the website

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE (Feb 2013)

SEND Code of Practice 0 – 25 (Sept 2014)

Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)

Safeguarding Policy

Accessibility Plan

Teachers Standards (2012)

This policy was created by the school's Deputy Headteacher with the SEND Governor in liaison and the SLT, all staff and parents of pupils with SEND

We have chosen co-produce this policy in the spirit of the current reform.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

“Together we shine as one”