



## MASHAM CE (VA) PRIMARY SCHOOL

### Special Educational Needs & Disability (SEND) Policy

Policy approved by the Governing	6 July 2020
Review Date	Summer 2021

This policy is in line with the final draft Code of Practice which was ratified by parliament for use from September 2014 and updated on 1<sup>st</sup> May 2015

*This policy was developed by the SENDCo, SEND governor and Headteacher with contributions from the wider governing body, parents and pupils. It is reviewed on an annual basis by the SENDCo, SEND governor and Headteacher before being ratified by the governing body.*

Abbreviations used – please see glossary

## Statement of Intent and ethos

At Masham Church of England Primary School we recognise that all pupils are entitled to a quality of education and provision that is inclusive and will enable all to achieve their potential. We believe in early identification, removing barriers to learning, positive intervention and working collaboratively with pupils, parents and outside agencies to raise both expectations and levels of achievement. Our aim is to provide a positive educational experience for all our pupils, including those with a special educational need or disability, within our caring and supportive school environment where pupils are valued equally and are given opportunities to shine. We work under the guidance of our Christian Vision:

***Masham is a vibrant, welcoming family which gives every member the confidence, opportunity and courage to shine, learn from mistakes and excel. We work together, under God's guidance to grow minds, spirits and bodies to learn, care and share together. We are forgiving, accepting, outward thinking and above all, kind.***

## Objectives of the policy

The governing body are committed to the education and welfare of all SEND pupils in Masham CE (VA) Primary School. This is exemplified in our statement of intent for SEN and in our distinct Christian Vision. This policy will ensure the school meets the needs of pupils identified in the SEND Code of Practice 2014 and it will ensure that pupils with SEND are not discriminated against.

The policy works in line with:

- \* Equality Scheme
- \* SEN information report
- \* NYCC local offer

## Rationale

All children may have special needs at different times and therefore a wide range of strategies must be used to meet these needs as they arise. This policy will set out the philosophy, objectives and procedures that the school community will follow to ensure that the needs of pupils identified in the 'Code of Practice 2014' are met. It will ensure that pupils with Special Educational Needs or Disability are not discriminated against.

*'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 final draft CoP)

## Principles

A child is defined as having Special Educational Needs and/or Disability (SEND) 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

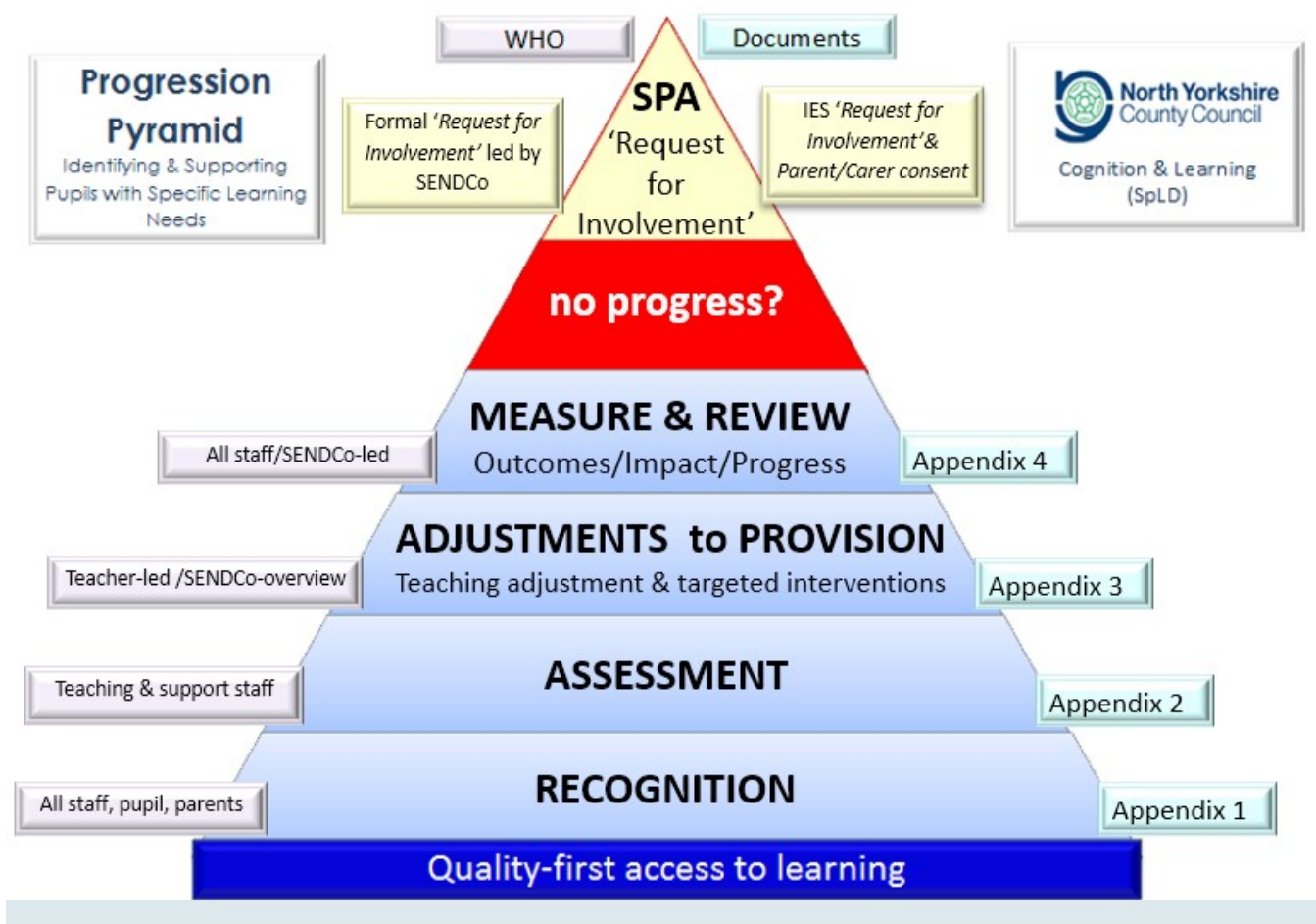
Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

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.

### Identification process

We follow a graduated response to identify and support pupils with special educational needs. This can be seen in the diagram below:



## Philosophy

### The school community believes that all children should:

1. Be happy and feel secure
2. Be included
3. Achieve the very best of which they are capable
4. Have access to a broad balanced and relevant curriculum
5. Demonstrate personal development and growth
6. Make good or better progress
7. Experience wider activities leading to greater independence
8. Make effective independent decisions
9. Have opportunities to contribute to their provision
10. Have fluency of transition from where they have come from and are moving to.
11. Have an opportunity to be involved in the decision making on school matters through the School Council.

### The school community believes that all teachers should:

Deliver Quality First Teaching which includes:

1. Being well equipped to identify and meet needs
2. Identify children's needs early
3. Plan effective interventions
4. Evaluate and revise interventions regularly
5. Liaise with parents/carers effectively
6. Liaise with outside agencies effectively where appropriate

### The school community believes that all parents/carers should:

1. Be kept informed at all times
2. Have the opportunity to be involved at all times

## Child-centred Objectives

### 1. Be happy and feel secure

- Provide a secure and caring environment
- Use positive and supportive language
- Use praise to celebrate achievement
- Set suitable learning challenges
- Provide opportunities for parents and children to celebrate together

### 2. Be included

- All children to be given a sense of belonging whatever their social, ethnic or cultural background
- Children to be fully included by compensating for their needs
- Wherever possible children with sensory impairments to be given access to all areas of the curriculum
- Wherever possible children with physical disabilities to experience a broad and balanced curriculum
- Provide a range of resources to suit particular individual or group needs e.g. speech games

### 3. Achieve the very best of which they are capable

- Maintain class sizes by having a teaching SENDCo
  - All teaching staff carry the SENDCo role in their own class
  - Use effective assessment and monitoring (EYFS baseline and learning journeys, pupil tracking, parental views)
  - Provide high quality learning opportunities and materials
  - Allowing independent learning and aspirational targets
4. Have access to a broad, balanced and relevant curriculum
- Plan appropriately and set targets for individuals and groups (IPMs)
  - Provide support in an effective manner
  - Involve parents by providing formal and informal information
5. Demonstrate personal development and growth
- Use praise and positive language to reinforce all aspects of personal development
  - Involve parents in celebrating success and achievement
  - Recognise and celebrate personal achievements as a whole school (Celebration Assembly, reward system etc...)
  - Personal development targets to be included on IPMs wherever appropriate.
6. Make good or better progress
- Set SMART targets, which are reviewed regularly
  - Use appropriate and varied teaching styles to meet the needs of the children
  - Encourage parents to be involved
7. Experience wider activities leading to greater independence
- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities
  - Appropriate use of support staff
  - Children to have individual responsibilities in school/classroom
8. Make effective independent decisions
- All children to be given the opportunity to make choices regarding certain activities
  - Increase children's responsibilities in school where they can feel secure in their decisions
9. Be well equipped to identify and meet needs early
- Liaise regularly with parents and keep up to date with home situations/health etc...
  - Effective communication with SENDCo and outside agencies to keep up to date with new developments
  - Identify staff development needs and access appropriate training / input
  - Early years staff to gain early information from parents and pre-school, as appropriate
  - Use of Foundation Stage Baseline Assessment and learning journeys to carefully monitor rate of progress in all areas
10. Plan, evaluate and revise effective interventions.
- All planned interventions to be known to all staff working with the child e.g. teaching assistants
  - Parents/carers to be seen as partners working alongside teachers, SENDCos and outside agencies to create an effective learning intervention

- Where appropriate children to discuss their future targets and celebrate in their own achievements and attend or submit written viewpoint for review
- Interventions to be reviewed and evaluated at regular intervals. Future planning to be based on this information

#### 11. Parents/carers to be kept informed and to be fully involved at all times

- Class teacher to keep parents/carers fully informed from the initial concern
- Information to be exchanged in a sensitive way
- Where possible to work in partnership with the school and outside agencies to meet the targets on the IPM
- To jointly celebrate success however small
- To understand and be involved at all stages of SEND according to the Code of Practice

### Procedures

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

- **Class teachers** are responsible for delivering high quality teaching to all pupils. This includes differentiation, effective use of TA and providing resources.  
**Class teachers** are also responsible for ensuring that IPM's and SEN chronology documents are shared with parents and TA's as well as being reviewed and updated regularly.
- The **SENDCo** is responsible for supporting staff and ensuring that appropriate CPD is in place, overseeing pupils on the SEND register, coordinating provision, analysing impact of learning and ensuring the school is up to date with relevant research.
- The **SEN Governor** is responsible for being a critical friend, reviewing practice in school, keeping up to date with current practice, liaising with SENDCo and informing governors of any relevant issues as appropriate.

The Head Teacher, SENDCo and SEND governor are all responsible for the distribution and implementation of the SEN budget and for conducting an evaluation of its impact on learning and its overall effectiveness.

### 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, SENDCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCo 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 available to look at so that staff, pupils and parents know what reasonable adjustments are available
- 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
- School uses the local authority's local offer to inform the school information report. 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, HUBs etc.
- Some pupils will have individualised provision maps, inclusion passports and EHCPs
- 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 SENDCo 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 aspirational outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money and ratio gain
- Critical 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 SENDCo related to referral for EHCP termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENDCo, SIA, SEND governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies, for example HUBs, 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
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND – this is monitored through the Head teacher’s Reports and SEND reports to Governors.
- Holding the school to account for its use of SEND funding

Formulated .....

Approved by governors .....

Annual review date June 2021



## \*The SEN information report

The SEN information report sets out what we can offer as a school to pupils with Special Educational Needs. It details how we implement our SEN policy within the school, provides named contacts for parents with questions or concerns and shows the school's contribution to the local offer set out by the Local Authority. It also highlights the broad and balanced curriculum provided in each year and explains how the curriculum is adapted or made accessible for pupils with SEN.

This information is updated annually and available on our website.

The SEN Information Report has regard for the following:

- What kinds of SEN are provided for in your school?
- What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENDCo's name and how can I contact them?
- What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?
- What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?
- What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review process.
- What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society
- What is your school's approach to teaching children and young people with SEN?
- What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?
- What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?
- How do you evaluate the effectiveness of the provision made for children and young people with SEN?
- How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?
- How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- How does the School involve 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?
- What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

## Glossary of Terms

<b>CoP</b>	<i>Code of Practice</i>
<b>EP</b>	<i>Educational Psychologist</i>
<b>HUB</b>	<i>Locality based SEND multidisciplinary team (replacing EMS system from September 2020)</i>
<b>SEN/SEND</b>	<i>Special Educational Needs and/or Disabilities</i>
<b>SENDCo</b>	<i>Special Educational Needs and/or Disability Coordinator</i>
<b>SPLD</b>	<i>Specific Learning Difficulty (Cognition and Learning)</i>
<b>TA</b>	<i>Teaching Assistant</i>
<b>EDA</b>	<i>Education Development Advisor</i>
<b>IPM</b>	<i>Individual Provision Map</i>
<b>EYFS</b>	<i>Early Years Foundation Stage</i>
<b>LA</b>	<i>Local Authority</i>
<b>EHCP</b>	<i>Education, Health and Care Plan – previously known as statement</i>
<b>CAMHS</b>	<i>Child and Adolescent Mental Health Service</i>
<b>CPD</b>	<i>Continual Professional Development</i>
<b>CYP</b>	<i>Child and/or young person</i>
<b>SEAL</b>	<i>Social and Emotional Aspects of Learning</i>
<b>SIA</b>	<i>School Improvement Advisor</i>
<b>IES</b>	<i>Inclusive Education Service</i>
<b>SPA</b>	<i>Single Point of Access</i>
<b>Ofsted</b>	<i>Office for Standards in Education, Children’s Services and Skills</i>

### **SMART Targets**

*A target which is Specific, Measureable, Achievable, Realistic, Timed*

### **Learning Walk**

*A form of observation within the school whereby the observers spend a short period of drawing conclusions around a specific focus*

### **Quality First Teaching**

*The effective inclusion of all pupils in high quality everyday personalised teaching*

***Policy to be reviewed annually or when statutory changes have been implemented.***