



'Valuing Learning, Learning to Value'

SEND Policy

Policy status

Statutory

Consultation:

The staff, governors and parents were consulted during the writing of this policy.

Purpose:

The Government Department for Education makes it clear in the SEN Code of Practice that SEN should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEN.

First step provision for pupils who may have SEND is through high quality class teaching, differentiated appropriately for individual pupils. Teachers will provide a careful balance of lessons. Lessons will be differentiated by task, by outcome or by additional support as required to meet the needs of the individual pupil.

Roles and responsibilities:

Every Teacher at Yorkley Primary School will teach pupils with SEND and therefore teaching such children is a whole school responsibility.

Yorkley School adheres to the SEN Code of Practice 2014.

The School is totally inclusive and we welcome all children. Where a child has a recognised special need or disability we will make all reasonable adjustments to accommodate their needs in school. Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEN. Teachers have high expectations of pupils with SEN and expect their rate of progress to be in line with expectations. The aspiration is that these pupils will make greater than expected progress in order to close the gap between themselves and their peers.

Identifying Pupils with Special Educational Needs:

Some pupils, despite high quality class teaching, do not make sufficient progress. The class teacher will discuss their concerns with the school's Special Educational Needs Coordinator (SENCO). Together they will consider a holistic approach to improve outcomes for the pupil and discuss these with the parents. All factors, that may be preventing a child from making progress, should be taken into consideration. The best approach is to make appropriate adjustments to meet the pupil's needs and monitor closely over time. The procedure for identifying pupils with SEND is as follows: Assess - Plan - Do - Review. Initially the child will be placed on Early Identification;

following a review, if the difficulties continue, the child should be considered for being placed on the school's SEND register. Discussions with the parents must take place and parents must be informed if their child is placed on the SEND register. The school will inform the parents of the additional support and interventions being put in place.

When identifying a pupil's particular area of special needs, the teacher and SENCO will identify this together using the Local Authorities guidance.

The four broad areas of special needs are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Provision for pupils with SEND:

Pupils with SEND will receive the majority of their learning through quality first class teaching, appropriately differentiated to meet their needs.

The class teacher and the SENCO will be responsible for tracking the progress of SEND pupils and Pupil Progress meetings will include discussion around the progress of SEND pupils.

To secure good or better progress, some pupils with SEND may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1. Additional targeted interventions will be "*additional to and different from*" normal provision within the class; however additional targeted intervention does not replace high quality class teaching. The additional targeted intervention must complement quality first class teaching.

Appropriate additional targeted intervention will be implemented following a professional discussion between the class teacher and the school's Special Educational Needs Coordinator (SENCO).

Most targeted interventions will be provided by the teacher or a qualified teaching assistant.

The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND.

The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting positively then this will be adjusted to ensure the pupils with SEND are being appropriately targeted to make progress.

A small number of pupils with SEND may still struggle despite quality first teaching and additional targeted interventions. For these pupils the SENCO will consider requesting professional advice from external support agencies, which include the Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy Service or other appropriate services.

A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by the Local Authority, who may issue an Education, Health and Care Plan (EHCP). The SENCO will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the Educational Psychologist and/or Advisory Teacher.

For those pupils with an EHCP, the Local Authority and the school will ensure that the pupil's complex needs are met in accordance with the EHCP.

In very exceptional circumstances the school, despite every effort, may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting.

In this situation the school will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the EHCP. This may involve considering an alternative more appropriate school placement. These discussions will revolve around what is best for the child. However the parents make the final decision on this matter.

Assessment, Tracking and Provision Mapping:

Monitoring of the additional targeted interventions will be ongoing.

To measure progress, SEND pupils are assessed more frequently and their progress closely tracked. This will enable the targeted interventions to be adjusted appropriately.

Mapping of the provision in place for pupils will be managed by the SENCo.

Partnership with Parents:

The school encourages all parents to attend consultations with their children's teachers to support their child's learning. These consultations are an opportunity for school staff involved to listen to the parents as well as share information. When all the adults work together as a team to support a child's learning, their progress increases. For children with the highest special needs, additional meetings will be offered in the form of structured conversations. The parents' contribution to a structured conversation is very important.

Pupils with an EHCP are required to have an annual review to which the parents, teacher, teaching assistant, external professionals and pupil are invited to attend.

Parents with children who have an Education, Health and Care Plan will have multi agency support with managing their personal budget to meet their child's needs provided through the Plan.

School Care Plans: Pupils with Physical and Medical needs do not necessarily have special educational needs. The school will draw up a Care Plan, in consultation with the parents, to support their child's needs.

The Local Offer: The Local Authority will make available a Local Offer which will guide parents of pupils with special needs to the local services available which can offer support.

The School Offer: Parents will be provided with information on what support the school can offer for pupils with SEND. (Our school offer is available to view on Yorkley School's website).

Transition Reviews:

Transition meetings with pre-school settings and secondary schools ensure a smooth transition for pupils including SEND. Transition will be tailored to meet the specific needs of pupils.

Training for Staff CPD:

All staff will receive training in the various areas of special educational needs which relate to our pupil's needs.

Children in Care:

If the Designated Teacher for 'child in care' is not the SENCO, that teacher must work very closely with the SENCO.

Governor for SEN:

There is a designated governor for SEND who meets regularly with the SENCO to discuss the needs of and provision for SEND pupils, as well as discussing progress data.

Links with other policies

This policy should be read in conjunction with the following policies;

- Anti-Bullying
- Nurture Policy
- Confidentiality
- Data Protection
- Disability & Equality
- Exclusions
- Equal opportunities
- Personal Care
- Looked-After Children
- Supporting Pupils with Medical conditions
- Visits

Policy review

Compiled by: Mrs R Creber

Agreed by Governors November 2017

Review date November 2018