



'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 SEND Code of Practice (2014) that SEND 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 SEND.

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 SEND Code of Practice 2014.

The School is totally inclusive and we welcome all children, unless their admission would 'prejudice the provision of safe and efficient education' for the existing pupils.

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 SEND. Teachers have high expectations of pupils with SEND 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 (SENDCo). Together they will consider a holistic approach to improve outcomes for the pupil and discuss these with the parents.

On occasion there may be circumstances in which progress and attainment are impacted on but are not considered as SEND. This may include attendance, being a Child In Care (CIC), being in receipt of the Pupil Premium Grant or those whose first language is not English (EAL). Where there is uncertainty about a particular child, the school will look carefully at all aspects of the child's performance to establish whether the problems arise from SEND. 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. This will be in the form of a 'My Plan' document. Parents are actively encouraged to help develop their child's targets alongside the teacher. These targets are then monitored and tracked by the class teacher. There is a review process agreed when setting the targets. To gather the thoughts and wishes of the child a 'One Page Profile' is created to aid adults when creating targets and interventions. When identifying a pupil's particular area of special needs, the teacher and SENDCo 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 SENDCo 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 SENDCO.

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 SENDCo 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 SENDCo 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 SENDCo 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 SENDCo 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. To meet the wide and varying needs identified in the EHCP, the class teacher, 1:1 TA and parents use a My Plan document to develop small, measurable targets to meet those targets. This is measured and reviewed regularly with both school and parents.

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 SENDCo.

#### **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.

**Access to the Wider Curriculum:**

In addition to the curriculum, the school provides a range of additional activities. These include lunchtime and after school clubs, residential activities and trips. Children with SEND are encouraged to join these activities.

Parents/carers will find information regarding Gloucestershire's Local Offer at:

<http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/localoffer.page>

Parents/carers will find Yorkley Primary's SEND Information Report on the school website and as part of Gloucestershire's Local Offer.

SENDIASS Gloucestershire - 0800 158 360 or 01452 38934

(Information and advice for parents)

[www.sendiassglos.org.uk](http://www.sendiassglos.org.uk)

Independent Parental Special Education Advice - 0800 018 4016

[www.ipsea.org.uk](http://www.ipsea.org.uk)

Local Authority Information

<http://www.gloucestershire.gov.uk/sen>

**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 pupils' needs.

**Children in Care:**

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

**Governor for SEND:**

There is a designated governor for SEND who meets regularly with the SENDCo 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 and Hate

Confidentiality

Data Protection

Disability & Equality

Exclusions

Equal opportunities

Personal Care

Looked-After Children

Supporting Pupils with Medical conditions

Visits

Safeguarding

**Policy review**

Compiled by: **L Payne**

Agreed by Governors October 2020

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