



Hambleton Church of England VC Primary School

Special Educational Needs and Disabilities and Inclusion Policy

This policy is in line with the Code of Practice ratified by parliament for use from September 2014

Abbreviations used

ASCOSS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

Aims and Values Statement

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 (Code of Practice)

Objectives of the policy

All children to:

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 progress.
7. Experience wider activities leading to greater independence.
8. Make effective independent decisions.

All staff to:

1. Be well equipped to identify and meet needs.
2. Identify children's needs early.
3. Plan effective interventions.
4. Evaluate and revise interventions regularly.

All parents/carers to:

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

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- 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

Principles

A child is defined as having Special Educational Needs (SEN) 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.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

Responsibility for coordination of Inclusion and SEN provision is as follows:

Wave 1 and 2 Provision:

Quality First Teaching Approaches apply across the school:

- Differentiated curriculum planning and work.
- Access strategies planned and used to include all children on a daily basis in as many aspects of the curriculum as possible (e.g. differentiated questioning; use of alternatives to questions; range interactive techniques; use of multi-sensory approaches.)
- Opportunities taken to model activities for independent work or further reinforcement by TA or teacher
- Where possible, TA support for targeted children or groups during whole class sessions.
- Independent activities provide a range of opportunities for discussion and collaborative learning.
- Focused group work with class teacher.
- Range of opportunities for recording – differentiated outcomes

- Increased use of 'concrete provision' aids, writing frames, Numeracy support materials, e.g. Numicon, dienes, 100 squares.
- Coloured overlays for some children for reading and coloured paper for writing/worksheets.
- Whole class behaviour support reward system and use of personal reward system where necessary.
- Small group intervention programmes (**Wave 2 Provision**) used when appropriate at discretion of Class Teacher.
- Use pastel backgrounds for reading text from Interactive Whiteboard and any text copied onto non-white paper, including labels and signs.
- Use as many picture cues and other forms of notation/representation, as possible on labels, key word lists etc.
- Display memory aids.
- Have bold, uncluttered displays so that information is clearly presented and simple to use.
- Ensure all children with SEND have opportunities to demonstrate strengths.

Wave 3 Provision: Placing children on the school's register of Special Education Needs

- Children whose prior attainment is low enough to cause serious concern will be recorded as having low prior attainment will be noted on a Record of Concern by their class teacher using national expected attainment guidance. Their progress in the will be closely monitored and parents will be informed of the concern.
- If, after a period of monitoring, e.g. typically a half term, progress is not being made, and after discussion with relevant staff, parents/carers, outside agencies and the child as appropriate, it is decided that provision is required which is additional and different to the existing differentiation within the class, the child will be registered as receiving **SEN Support**. A personalised plan will be drawn up by the class teacher in liaison with the SENCO, the parents/carers and where appropriate the child.
- Support Plans will set three or four SMART targets which will be reviewed regularly. All planned interventions will be shared with all staff working with the child, e.g. teaching assistants, with parents and where appropriate, with the child. Interventions will be reviewed and evaluated on a termly basis and future planning will be based on this information. Progress will be regularly shared and discussed with parents/carers and with the child where appropriate.
- The SENCO will maintain a record of children whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning. These children will not be registered as receiving SEN Support but their progress will be closely monitored.

When a child is identified as having SEN the Class Teacher and SENCO will:

- Ensure that the child's parents/carers are aware of the local authority's Parent Partnership Service and the 'Local Offer'.
- Ensure that parents are kept informed from the start of any SEN provision and notify any changes.
- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and ongoing assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents and children in developing and implementing a joint learning approach at home and in school.

SENCo: Caroline Haigh

School data will be used to evaluate the success of pupils and identify children who are not experiencing the level of success on a termly basis. This information will be used to organise intervention groups for children to help support their learning. The impact of these interventions will be reviewed and assessed each half term. Interventions can then be stopped, have their outcomes/ratio of children changed or continued (as appropriate). Children who are receiving these interventions, but are not deemed to be making sufficient impact on their learning, will then be referred to EMS SEND Provisions for expert advice, support and further assessment of needs. Parents and children will be fully included on all steps of the journey so that their view are heard and acted upon.

Headteacher: Tim Williams**SEND Link Governor: Andrew Calvert**

The SEND Link Governor will meet with SENCo on biannual basis to discuss the school's current SEND children, what progress has been made, any needs and concerns, needs for staff training, data related performance of children with SNED and report back to the Governors.

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 teachers, TAs, SENCo, parents and pupils to promote good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers advice to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities unless their safety, or the safety of others is compromised.
- All students have individualised targets
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- 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 to inform the school offer. 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 outside agencies.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-centred reviews will be held at least termly 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 SENCo 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 good life outcomes for this vulnerable group, additional, focused monitoring takes place.

This includes:

- Monitoring and evaluating of interventions, including their value for money
- 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 SENCo related to referral for statement/ Education Healthcare Plans (EHCPs), termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, and SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies 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
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

Approved by governors	March 2019
Review date	Spring 2020

*The SEN information report

(From the SEND Code of Practice 2014)

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves 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, arrangements for handling complaints from parents of children with SEN about the provision made at the school.