

SEND Policy

Context

At the heart of this school is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. Most children will learn and progress within these arrangements. Some children's attainment will fall significantly outside the expected range and/or have specific barriers that hinder their learning. These children will be considered to have special educational needs, gaps within their learning or be very able, gifted or talented (see AGT Policy).

In order to help children who have special educational needs and disabilities, the school will adopt a graduated response that recognises a continuum of need in accordance with the DFE Code of Practice, 2014 and the school's SEN offer.

There are 4 primary areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health needs
- Sensory and / or Physical Development

This policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and or disabilities at any time during their Primary school career. The SEND Policy is a key contributor to inclusion (see equalities scheme).

Closely linked to SEND is the management of children's mental health. Not all pupils with temporary mental health challenges necessarily have SEND. However, those with persistent or serious mental health difficulties will often meet the definition of SEN, in that they lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

As such, the school's Designated Senior Lead for Mental Health (DSL MH) is also the SENCO. The DSL MH is supported by the Pastoral Mentor and the PSHCE lead in the practical support offered to those facing mental health challenges.

Provision

Provision for children with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a **whole school** responsibility. The school will target its resources and training to ensure that all staff are able to identify and provide for these pupils. Pupils with special educational needs and disabilities will be encouraged to join in all activities of the school together with pupils who do not have special educational needs and disabilities, so far as is reasonably practical. **Throughout the SEND process, the emphasis is on Quality First teaching (Wave 1) in the classroom.** All class teachers take a lead role, in partnership with SENCo.

'School Focus' (SF)

Children who are regularly failing to meet differentiated learning objectives in one or more area of the curriculum and whose progress is not considered satisfactory over a period of time will be monitored closely by the class teacher. Such children are said to be a 'school focus' and will feature on the class provision overviews. Steps will be taken through the use of catch-up programmes, to

close the attainment gap (learning) or to improve self-help, personal, social or behavioural skills (SEMH). If attainment or progress issues continue after input, further assessment will consider specific barriers to learning and whether movement to the SEN stage is appropriate.

Special Educational Needs Support (SEN Support)

When a class teacher feels it necessary to provide interventions that are individual, additional to or different from those provided as part of the school's usual differentiated curriculum or catch-up, the child will be placed on the SEN register. The trigger for intervention at SEN will be the identification of specific barriers to learning and development. This may be evidenced through a child making little or no progress (even when differentiated teaching approaches have targeted weaknesses identified at SF), a child working significantly below their chronological age or acknowledged through the level of additional and different provision to achieve success. SEN support will take the form a four part cycle – assess, plan, do, review and is known as the graduated approach. Parents will be formally notified that their child has been placed on the SEN register. The parents will be invited to contribute to targets set and the provision outlined in the child's Individual Provision Map- IPM.

The SEN support action may include:

- Different learning materials or specialist equipment not required by the majority of children
- Some group or individual support
- Extra adult support
- Assessment by SENCo to gain a further perspective and to provide advice, support and guidance for staff/parents

If, despite receiving targeted intervention under SEN, the child continues to make unsatisfactory progress, the school will seek the help of external support services to act in an advisory capacity or to provide additional specialist assessment. The SENCo will be responsible for referral to the appropriate agencies, liaising with key staff and supporting school staff in managing SEN pupils. They will also be responsible for maintaining records and making SEN review arrangements for these pupils. It may be appropriate for in-service training of staff so that they feel supported and empowered to teach these pupils.

Educational and Health Care plans (EHCP)

If the child continues to demonstrate significant cause for concern and shows no progress over a period of time or they require significant additional provision to achieve progress, a request will be submitted to the LA by the SENCo, in consultation with parents and external agencies. If the LA considers that the evidence presented suggests that the child's difficulties have not responded to the relevant and purposeful measures previously put in place, an Education and Health Care Plan may be agreed. This may be funded by the school or the LA, according to severity of need. It is the responsibility of the SENCo to maintain records, review the EHCP annually and to report to the LA, as required by the SEN Code of Practice.

Monitoring Progress

Needs at SF will be monitored by the class teacher and Key Stage leader. Once placed at SEN Support, strategies employed to enable progress will be recorded on an Individual Provision Map (IPM). The IPM will set out and document adapted or specific daily provision and record 3 or 4 targets which are additional to, or different from, the usual differentiated curriculum. These SMART targets will be discussed with the child and their parents and will be reviewed regularly (minimum termly). Children receiving support from SALT will have separate documentation as set out by the relevant SALT therapist. Parents' views on progress will always be sought via Parent Teacher Consultations and SEN reviews. Wherever possible, pupils will participate in the review process.

Children with special educational needs have a unique knowledge of their own needs and their views about what sort of help they would like are valued.

The SENCo will be responsible for monitoring records, support and resources at each stage.

Parents

Partnership with parents plays a key role in enabling pupils with special educational needs to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be notified of any decision made by the school regarding the provision made for their child. *It is the responsibility of class teachers to ensure that parents are honestly informed about progress at every stage.* The SENCo will seek opportunities to liaise positively with parents and ensure that they understand what the school is trying to achieve. Parents will always be consulted before external agencies are asked to become involved and their wishes will be taken into account at every stage of provision.

All staff are required to deal sensitively with parents when discussing issues relating to their child's special educational needs and parents will be provided with as much support and information as possible, including details of external support groups and the LA independent parent support services.

Induction and Transfer Procedures

Children arriving from other schools often need time to adjust and settle. After such a period of time levels of attainment may be assessed in order to ensure that we build upon patterns of learning and experience previously established. If a child arrives with a previously identified need at EYA/EYA+ or SEN, Statement, EHCP, the SENCo and child's class teacher will use any information received to ensure needs are met quickly and effectively. Appropriate targets will be agreed as soon as possible and the SENCo will meet with parents at the earliest opportunity to ensure smooth transition. Discussion may take place with the transferring establishment, as appropriate.

When a child with special educational needs and disabilities leaves our school the SENCo will contact the child's receiving school's SENCo (if applicable) and work with the Class teacher to provide a detailed transfer report for the attention of the receiving SENCo. Records will be scanned and archived. The SENCo is responsible for Phase transfer (Nursery to Foundation, KS2 to KS3) and liaison with key staff. Class teachers will be invited to join Phase Transfer Reviews, as appropriate.

Service families with children who have SEND

Schools are asked to encourage service families to register with CEAS – (MOD Children's Education Advisory Service) any of their children with SEND. The purpose of registration is to enable CEAS to offer information, advice and support to service families with any issue relating to their children's SEND from initial concerns about their children's progress in school right through to support with the SEND and Disability Tribunal.

Service families moving abroad MUST register with CEAS any of their children with SEND as CEAS is required to pass on to commands and relevant agencies abroad information about children's SEND so that decisions may be made about whether or not their needs can be met abroad. A MASO (MOD Assessment of Supportability Overseas) will need to be completed.

School will liaise closely with families and assist in providing information for the above processes to be undertaken. CEAS information can be found on the link below:

<https://www.gov.uk/childrens-education-advisory-service>

Key people

The SEN Governor is: Mr Phil Thompson

The SENCo and DSLMH is: Mrs Natalie Wiltshire

The SENDIASS Partnership Officer is: Mrs Jane Clark

The LA Assessment and Review Officer is: Mrs Julie McClure

External Agencies.

CEAS – MOD Children's Education Advisory Service

Enhanced Mainstream School (EMS)

EMS Richmond Cognition and Learning

EMS Millhill Communication and Interaction

EMS Bedale Behaviour

Educational Psychologist (EP)

MEA

Speech and Language Therapy (SALT)

Parent Support

SSAFA

Army Welfare Service

Autism Outreach Support Service (ASCOSS)

Educational Social Work Service

Parent Partnership

Dales School – Outreach

Occupational Therapy

Physiotherapy

Sensory, Physical, Medical Team

EY Advisory Teacher

CAHMS

This policy is in line with SEND Code of Practice, January 2015