

## SEND Policy

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### 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; this may be wholly or partially due to 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.

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use 'must' when referring to a statutory requirement.

*All items in italics are taken directly from the SEND Code of Practice 2015*

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, 2015 and the school's SEND offer which is published on our website.

There are 4 primary areas of SEND:

- 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.

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 SEND, 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<sup>SMH</sup>) is also the SENCO. The DSL<sup>SMH</sup> is supported by the PSHCE lead and all staff in the practical support offered to those facing mental health challenges.

Where there are concerns around behaviour the following is important to consider:

*6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCO, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.*

If appropriate, the SENCO may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) [Ladder of Intervention](#).

## Provision and Identification

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilled lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

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.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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 in the classroom and inclusive practice.** All class teachers take a lead role, in partnership with SENCo.

A member of our governing body has specific oversight of the school's arrangements for SEN and disability. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

### 'School Focus' (SF)

Any child who gives a class teacher a concern - whether it is due to a lack of academic progress, development or social need - will be noted and dated on the child's records. This is referred to as a 'short note' in the SEND CoP. It is imperative that teachers' initial concern is logged on CPOMs and discussed with parents. CPOMs will then also form a running record of SEND concerns, observations, discussions with parents and other agencies or professionals. Children who are regularly failing to meet 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 to follow the **graduated response of assess, plan, do, review**. This may be using intervention or 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 ongoing interventions after an initial cycle of support or intervention, the child will be placed on the SEN register. These could be individual,

additional to or different from those provided as part of the school's usual differentiated curriculum or catch-up. 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 adapted 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. They may also have a specific diagnosis of need.

SEN support will again take the form a four-part cycle – **assess, plan, do, review** and is known as the **graduated response**. Parents will be 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:

- Assessment by SENCo to gain a further perspective and to provide advice, support and guidance for staff/parents
- Adapted learning or scaffolding to support their access to the curriculum
- Different learning materials or specialist equipment not required by the majority of children
- Some group or individual support
- Extra adult support e.g. pre or post teaching

If, despite receiving targeted intervention under SEN, the child continues to make unsatisfactory progress, the school will seek the help of external support services e.g. LA SEND Hub 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. There are different bands of funding which may be allocated to support the delivery of this plan by the Local Authority, which are reviewed annually. 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 may have separate documentation as set out by the relevant SAL 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 e.g. SENDIASS

## 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, SCAN, EHCP) the SENCo and child's class teacher will use any information received to ensure needs are met quickly and effectively. This need should be identified prior to entry on the Pupil Transition form and via liaison with the previous school. Appropriate targets will be agreed as soon as possible and the SENCo will meet with parents at the earliest opportunity to ensure smooth transition. Further 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 electronically. 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 SEN 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 at the following link: <https://www.gov.uk/childrens-education-advisory-service>

## Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils being more prone to peer group isolation than other pupils;
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including; personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

## Key people

- The SENCo and DSLMH is: Natalie Wiltshire
- The SEN Governor is: Simon Moss
- The SENDIASS Manager is: Melanie Leighton
- The LA Assessment and Review Officer is: Anna Ramsbottom

## External Agencies.

CEAS – MOD Children's Education Advisory Service  
Sen Hub NYC  
Educational Psychologist (EP)  
Speech and Language Therapy (SALT)  
Parent Support - SENDIASS  
SSAFA  
Army Welfare Service  
Educational Social Work Service  
Early Help  
Social Care  
Occupational Therapy  
Physiotherapy  
Sensory, Physical, Medical Team  
EY Advisory Teacher  
CAHMS  
Child Development Centre