

# HEWORTH CE PRIMARY SCHOOL



## Special Educational Needs and Disabilities (SEND) Policy

Member of staff responsible: Mrs Debbie Ashcroft (SENCO)

Last Updated: September 2021

Date for Review: September 2023

## Introduction:

This policy has been reviewed and updated in line with the Special Educational Needs and Disability Code of Practice 0-25, 2015. At Heworth Primary School, all children have access to a broad and balanced curriculum. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Class teachers are responsible and accountable for the progress for and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Heworth CE Primary School welcomes all children and is committed to meeting the special educational needs of pupils and ensuring that they make progress. As a Christian School we recognize that we are all children of God; special and unique in our own ways. Our core aim is to **'help each child to flourish'**. Through our Christian values of **forgiveness, trust, compassion** and **endurance** we strive to provide a rich learning environment for all pupils whatever their needs. We recognise the diversity of the children in our care and take account of the requirement to make provision for them. We support these children and encourage them to participate in all aspects of school life.

## At Heworth Primary School, our aims for children are:

- To be engaged in a rounded education that supports academic achievement, whilst also developing the skills, knowledge and qualities needed to flourish in life, learning and work.
- To develop secure foundations in reading, writing and maths
- To be responsible, respectful and caring—learning together in a happy and supportive environment
- To be inspired through an enriched, broad and balanced curriculum that is fun, invigorating, challenging and meaningful
- To understand about the uniqueness and diversity of communities, faiths and cultures – locally, nationally and internationally
- To develop confidence, resilience and enjoy secure emotional wellbeing.

## Definition of SEND:

Children with SEND are seen as having a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

*(Code of Practice July 2014 section 1.8)*

A child with special needs may need extra or different help at school or home because of physical difficulties, problems with thinking and understanding, emotional and behavioural issues or a combination of these.

## Identification of Children with SEN:

The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. We recognise the benefits associated with early identification and making effective provision. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

Children with a special educational need will be placed on the school's register for special needs, at band 1 to 6. We use the City of York 'Banding Thresholds' which describe good practice and examples of provision across all areas of need. These are explained more fully here:-

<b>Band 0</b> - Needs are well met through appropriate differentiation of the task, outcome and teaching style in a mainstream classroom.
<b>Band 1</b> - Identified needs which are highlighted to all staff with advice on support strategies provided and monitored by SENCO/LT.
<b>Band 2</b> – This is the second step on the school's SEN register. It encompasses the provision listed above, but school would also involve the advice and possible support from an outside professional such as a speech and language therapist or educational psychologist. A child at band two might have a 'My Support Plan' (MSP) written by school with input from the pupil, his/her family and all those working with the pupil. A pupil may have support from an additional adult in school, up to 15 hours per week. If a successful request is made for the pupil to move to an enhanced resource provision (for speech and language or dyslexia), they will be placed at 2b.
<b>Band 3</b> – This is the third step and involves the provision listed above. In addition, the school will have identified that the pupil requires more than 15 hours of adult support per week and will make a request to the local authority for an education, health and care plan (EHCP, via a My Support Plan (MSP). The EHCP will specify an amount of funding available to the pupil.
<b>Band 4</b> – This fourth step is for a child with an EHCP whose level of funding from the local authority is more than that provided at a band 3. This pupil will need a high level of support.
<b>Band 5</b> - This fifth step is where a child would be if they hold a place in a special school.
<b>Band 6</b> - This sixth step is for a pupil who is educated at specialist provision outside the local authority in which they live.

## Aims & Objectives

The aims and objectives of this policy are:

- To ensure needs are identified at the earliest point and effective provision is made.
- To ensure that the identification of SEN is built into our approach to monitoring progress and development of all pupils.
- To ensure that the fundamental principles of the SEND COP 0-25 2015 are fully implemented throughout the school, taking into account:
  - The views, wishes and feelings of the child or young person, and the child's parents
  - The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- To ensure that the school complies with: the Children and Families Act 2014; The Equality Act 2010; The Special Educational Needs and Disability Regulations 2014; the SEN and Disabilities Act and the Special Educational and Disability code of practice 0-25 years 2015
- To provide effective provision to enable pupils with significant needs, including those with Education Health and Care Plans (EHCP), to access the curriculum at their level and make maximum progress during their time at Heworth.

### **Roles & Responsibilities – Who will do what?**

The School will:

- Track progress through pupil progress meetings and share concerns with parents to facilitate early identification of pupils with SEND, taking into account what is expected for a child at that stage of development
- Ensure the needs of all pupils are being met effectively through personalised learning and by using the Assess, Plan, Do, Review Cycle
- Listen to the viewpoints of pupils (where appropriate) and parents and involve them in decision making at all levels
- Provide Continuing Professional Development (CPD) opportunities for all staff to enable an improvement in provision for pupils with SEND
- Work closely with the Local Authority and other Outside Agencies including Educational Psychologist (EP), Child and Adolescent Mental Health Services (CAMHS), Specialist Teachers and Therapists.

The Class Teacher will:

- Regularly assess children using school procedures, in order to identify gaps in learning and track progress
- Be alert to emerging difficulties and respond early
- Plan differentiated whole class lessons taking account of needs and areas of weakness, including those of pupils working below National Curriculum standards
- Be fully accountable for Pupil Progress through Pupil Progress Meetings and Teacher Appraisal
- Provide guidance for intervention groups, taking responsibility for outcomes and complete pre/post intervention assessments to inform future planning
- Keep records of additional and different provision and interventions
- Work closely with support staff including teaching assistants in order to link support and interventions to class teaching
- Take into account advice provided by the SENCO or other outside agencies in developing resources, teaching strategies or approaches
- Provide information for EHCP or MSP Review meetings.

Teaching Assistants will:

- Support the delivery of high quality, differentiated teaching in the classroom, working in partnership with the class teacher
- Actively promote the development of independent learning skills and resilience.
- Deliver interventions under the guidance of the class teacher or SENCO
- Select and prepare appropriate resources under the guidance of the class teacher or SENCO

- Provide feedback and reports on pupils' responses and progress, suggesting adapting work plans as appropriate
- Provide specialist support for pupils as appropriate
- Have access to Continuing Professional Development

The SENCO will:

- Be a qualified teacher working at Heworth Primary School. Debbie Ashcroft is the school's designated Special Educational Needs and Disabilities Co-ordinator (SENCO)
- Hold the NASENCO Award (*Postgraduate Certificate in Vulnerable Learners and Inclusion*)
- Collaborate with the Headteacher and the designated SEN Governor to determine the strategic development of SEN provision within the school
- Work with teachers to ensure early identification of specific needs
- Have day-to-day responsibility for the operation of the SEN policy and co-ordinate provision
- Organise and plan for regular meetings to review EHCPs or MSPs as needed
- Liaise with and advise Class Teachers, Learning Support Assistants and Teaching Assistants
- Liaise with outside agencies to ensure that pupils with SEN receive support and high quality teaching
- Co-ordinate provision for pupils with SEN
- Liaise with parents of pupils with SEN
- Liaise with early years providers, other schools, EP's, health or social care professionals and independent or voluntary groups
- Be a key point of contact with external agencies, including the Local Authority and its support services
- Liaise with potential next providers of education to ensure smooth transition procedures are in place for pupils and their families
- Work with the Headteacher and Governors to ensure that the school meets its responsibility under the Equality Act (2010)
- Ensure all documentation and records relating to pupils with SEN are kept up-to-date
- Monitor the effectiveness of the provision and evaluate the effectiveness of the policy

The School's Governing Body will:

- Ensure all procedures are carried out in accordance with the 2015 Code of Practice and the 2010 Equality Act
- Work with the Head Teacher to develop and monitor the school's SEN policy and provision for children with special educational needs
- Identify a Governor to have specific oversight of the school's provision for SEN. This Governor is Sheila Robson
- Be fully aware of the school's SEN Provision, including the deployment of funding, equipment and personnel
- Understand and support the principles and practices outlined in the SEND Code of Practice 0-25years (2015)

The Headteacher will:

- Ensure that planning, teaching and learning are monitored to ensure the different needs of the pupils are being met
- Discuss the progress of pupils with SEN at Pupil Progress meetings which take place with teachers and work with the SENCO to ensure that provision is effective
- Oversee the allocation of human and financial resources to ensure the needs of pupils with SEN are being met

Pupils will:

- Be encouraged to give their views whenever it is appropriate e.g. When reviewing EHCPs or MSPs
- Be encouraged to say what they are good at and what helps them to learn
- Be given opportunities to say what they want for the future.

Parents will:

- Be consulted and given opportunities to share their views and be an integral part of the ongoing Assess, Plan, Do and Review process.
- Use available guidance from staff to support their child at home.

### **Complaints Procedure**

At Heworth, our policy promotes the participation of parents/carers of children with special educational needs in all stages and decision-making. Should there be any complaint, however, about SEND provision, the following procedure should be adopted:

1. Parents/carers are encouraged to discuss concerns with the class teacher, then with the SENCO, Deputy Head or Head Teacher. In the large majority of cases, a suitable resolution can be found.
2. In the unlikely event that an appropriate outcome cannot be reached, parents are encouraged to meet with or write to the Chair of Governors for further discussion.
3. If the concern remains unresolved, the parents have the right to discuss their concerns with a Local Authority representative, with or without the school staff present.

Every effort is made to resolve the situation within the school. Independent persons must be appointed to facilitate these arrangements. This does not replace parent's right to go to an SEN tribunal. The LA also offers support for resolving disagreements through the SEN Mediation Service. A full copy of our complaints procedure can be viewed in school.

York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues. Please see: <http://www.yor-ok.org.uk/families/Local%20Offer/copy-of-sendiass-for-children-and-young-people.htm>

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

- Accessibility
- Complaints
- SEN Information Report



Visit the Local Offer to find out what is available in York for children and young people with special education needs/disabled children at [www.yor-ok.org.uk/localoffer](http://www.yor-ok.org.uk/localoffer)

## Glossary for SEND abbreviations

Here are some of the most frequent abbreviations that you might come across in paperwork or during discussions about your child:

AAC	Alternative and augmentative communication aids
ARE	Age related expectations
ASC	Autistic spectrum condition
CAMHS	Child, adolescent mental health service
CYP	Child, young person
EHCP	Education, health and care plan
ELSA	Emotional Literacy support assistants
ERP	Enhanced resource provision
FEHA	Family Early Help Assessment
HI	Hearing impairment
IEP	Individual education plan
ITP	Individual travel plan
MSP	My Support Plan
PCR	Person centred review
PEP	Personal Education Plan for looked after children
SALT	Speech and Language therapist
SEMH	Social, emotional and mental health
SENDCO	Special educational needs and disabilities coordinator
SENDIASS	Special educational needs and disabilities information, advice and support service
SLCN	Speech, language and communication needs
SpLD	Specific learning difficulties
TA	Teaching Assistant
ToD	Teacher of the Deaf
VI	Visual Impairment
YILTS	York Independent living and travel skills service
YOT	Youth offending team