

# **RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL**

## **Policy for Special Educational Needs and Disabilities**

**This policy is in line with the final draft Code of Practice which was ratified by parliament for use from September 2014.**

The SENCO is Mrs Emily Styles.

The Designated Governor is Mrs Jan Johnson

The SEND or Managers with responsibility for monitoring SEND are Mr A Symonds and Mrs E Crisell.

We believe that 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.

The SEND Policy provides the agreed framework for everyone in school. It ensures that we are clear about our roles and responsibilities with regard to meeting the needs of children with SEND.

### **SEN Information Report 2021**

This policy is supported by the school's SEN Information Report which is updated annually and published on the school's website. This report outlines in detail how the school meets its statutory duties when supporting pupils with SEN. A copy is attached to this policy.

### **Our Mission Statement**

Richard Taylor School is a caring Christian community where all children in our safekeeping learn:

- Knowledge with skills
- Friendship with respect
- Confidence with humility
- Service with responsibility
- The resilience to succeed
- That they are loved as children of God

### **Commitment**

Richard Taylor CE Aided Primary School is committed to being a fully inclusive school. Our Christian ethos is central to our belief that all members of our community should be valued and supported.

### **This policy reflects the core aims of the school :**

**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

### **Definition**

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)

**Children must not be regarded as having learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.**

N.B. Gifted children are not included in DfES definition of SEND and not covered by the Code of Practice Act.

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 SEND provision is as follows:**

### **Whole school approaches:**

- All staff contribute to the completion of whole school provision maps and class 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 ensure 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.
- All students have individualised targets.
- Provision maps are shared 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 easily available to parents.
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams.
- The school's SEN Statement is published on both school and LA website and is attached to this policy.

### **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 using the NYCC referral system.
- Some pupils will have individualised provision maps (Goals Maps), behaviour plans, risk assessments, inclusion passports, health care plans or educational health care plans.
- Pupil-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning.
- 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.
- The SEN governor will meet termly with the SEN coordinator to ensure that the school is meeting the needs of pupils with SEN.

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEND 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 education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Analysis of information and data about the school

### **Governors' Responsibility**

**The governing body evaluate the work of the school by:**

- Appointing an SEND 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 SEND funding
- Respond promptly to any concerns and correspondence from parents relating to the schools provision for pupils with SEND.

### **Legal Requirements**

Governing bodies and the LEA have regard to the Code of Practice drawn up by the Secretary of State for Education (September 2014)

### **Role of SEND Co-ordinators**

1. To have a leading role in the evaluation of the policy.
2. To advise colleagues/governors on SEND matters.
3. To liaise with external agencies together with Head Teacher and Class Teacher in organising, ordering and managing SEND resources.
4. To keep full and accurate records of children identified on the SEND register.
5. To support class teachers in making sure that all SEND documentation, including class provision maps are effective and up to date.
6. To co-ordinate the training and development of Teaching Support Assistants.
7. To lead staff training on key areas when appropriate.
8. To work with other school networks.
9. Attend regular liaison meetings with the SMT to ensure that SEND provision is considered in the light of school development priorities.

### **Role of Class Teacher**

- To be proactive in the initial identification of SEND.
- To have responsibility for children's learning.
- To work in partnership with others who offer support and expertise.
- To build and develop partnerships with those who have parental responsibility.
- To ensure the class provision map accurately reflects the needs of their class and supports the progress of all pupils with identified SEND.
- To ensure that individual provision maps (Goals Maps) accurately reflect individual needs and supports the progress of a child with an EHC plan or those in need of specific additional and different support.

### **SEND Support**

In some cases the school will work in partnership with outside agencies to meet the needs of pupils. These agencies may include educational psychologists, ~~enhanced mainstream schools~~, local authority specialist hub teams, medical professionals, speech and language therapists, CAMHS and other outside agencies.

The school may also work with the Family Support Workers to develop stronger links between home and school to support the progress of the child.

### **School model for identification, assessment, monitoring and review of special needs**

#### **Placing children on the school register of Special Educational Needs**

**When a child is identified as having SEND the class teacher and SENCO will:**

- Ensure that parents are kept informed from the start of any SEND provision and notified of any changes.
- Individual provision maps (Goals Maps) will be shared with parents to communicate SMART targets and progress
- Use appropriate assessment material to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to 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 in developing and implementing a joint learning approach at home and in school.

#### **What is adequate progress for children with SEND?**

Progress which

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self help, social or personal skills
- demonstrates improvements in the child's behaviour for learning

**The SEND TOOLKIT and the Code of Practice for SEND available to all teachers in the Head teacher's office supports this policy.**

### **Abbreviations used in the policy**

SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Coordinator
C&I	Communication and Interaction (Autism & SLCN)
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

A copy of this policy is available for all parents who request one, from the school office.

**Actions Identified to support the development of support for learners with SEND are included in the school development plan.**

### **Other relevant School Policies**

- Assessment
- PSHE
- Behaviour
- Anti – Bullying
- Equal Opportunities
- Race Equality
- Disability Discrimination Access and Equality

**Reviewed 21/22  
Next Review 24/25**