



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY 2019

Date:	Review Date:	Coordinator:	Nominated Governor:	
February 2019	February 2020	Miss M Ryder	Jonathan Heap	
Headteacher:		Mrs C Rowett	Date:	February 2019
Chair of Governors:		Mrs M Kelly	Date:	Review – March 2020

This policy is in line with the Code of Practice and should be read alongside the NYCC SEND Mainstream Guidance document.

Abbreviations used:

ASCOS	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

Names and Roles of Inclusion Team:

SENCo and Inclusion Manager – Michelle Ryder

Inclusion leader (Deputy to SENCo) - Jessica Hunton

Parent Support Advisor – Sally Price

Nurture Leader – Gemma Plummer

School's 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 (6.1 final draft CoP).

We believe that Moorside Infant and Junior Schools should guide and support everyone who is part of the team to work together to be the best we can be. To be able to: demonstrate understanding and compassion towards others; challenge ourselves beyond our own expectations; enjoy learning and celebrate success.

Objectives of the Policy

The Governing Body and staff of Moorside Infant and Junior Schools are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Moorside Infant and Junior Schools are committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners taking into account their needs and experiences. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay close attention to the provision for and the achievement of all groups of learners.

This policy, in conjunction with our Schools' Information Report, describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Moorside Infant and Junior Schools we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Moorside Infant and Junior Schools see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

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 or Disabilities (SEND) 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 children with a disability 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.

See Appendix for **Areas of Special Educational Need**.

Procedures

A Graduated Response to SEND:

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making

inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

See Appendix 2 – **Graduated Response**

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the 'Individual Provision Map', called an 'At a Glance' profile, will help the Local Authority (LA) in determining when this statutory assessment of needs is required, as all historical and current support will be documented.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Moorside Infant and Junior Schools have a duty to hold annual review meetings and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the schools' assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and APDRs updated at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and, where pupils are not making sufficient progress, additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school provides parents/carers with the relevant information so they can reinforce learning in the home.

At Moorside Infant and Junior Schools we support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including North Yorkshire SEND information, advice and support service (SENDIASS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the North Yorkshire Council Local Offer website www.northyorks.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their APDR review meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools' SEN Information report and Provision Maps give details of agencies the school works alongside. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to ensure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Roles and Responsibilities

The Headteacher (Mrs C Rowett) has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

Miss M Ryder is the SENCo and is responsible for coordinating the day-to-day provision of education for pupils who are vulnerable learners and / or have SEND.

The role of the SENCo

In collaboration with the Headteacher and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Role of the Inclusion Team

- As Moorside Infant and Junior Schools strive to ensure that their SEND provision is exemplary, there are a team of staff who lead and support all areas of need in school.
- The team meet weekly to discuss support, intervention, referrals, attendance and nurture provision for all children in school.
- If a class teacher feels that a child requires support from an outside agency, the Inclusion Team will review provision already in place and the impact that it has had. Where the team feel that further school support could be put in place, they will advise and support the class teacher. If all support and interventions available in school have been put in place, then a referral will be made – with the agreement of the parents.

Roles of All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process could include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

The Role of the Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

The Role of the Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

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/ subject 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 on differentiation to all staff.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All students with SEND have individualised targets.
- Provision maps are available so that staff, pupils and parents know what reasonable adjustments are available.
- Staff training will reflect the needs of the current school community.
- 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 offer to inform the school offer. This is published on the school website.

Individualised approaches:

- Additional interventions are implemented as necessary and these interventions will be monitored and evaluated.
- Additional help can be sought appropriately from EPs, EMS, ESWs, ASCOSS etc.
- Some pupils will have individualised APDR records, Moorside My Plans, risk assessments or health care plans, some pupils may be allocated a key worker.
- Reviews are child-centered and are held regularly with parents and their child. The parents and pupil will be respectfully listened to and their views will inform personalised provision.
- All pupils, regardless of their communication needs, are encouraged and supported to make their views known.
- Transition arrangements are personalised to support additional need.
- The SENCo is appropriately qualified and have the skills required to meet statutory duties.
- Designated finances are used appropriately to meet needs without reducing independence.
- Staff training reflects 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 schools follow the latest statutory guidance, currently the CoP 2014.

Nurture provision

- The Nurture provision is a strength in our school. Two groups (one in each Key Stage) run 4x weekly sessions with trained members of staff. Children who have been assessed as needing extra support for the Social, Emotional and Mental Health needs attend the groups. Parents are always fully involved in this decision and are very supportive as they can see the positive affect that it has on all of the children involved.
- Children can be part of the nurture groups for as long as they need. Their BOXALL assessments are carefully tracked and targets are covered in their daily sessions.
- We use an online assessment tool – BOXALL – to assess the SEMH needs of all children in school. These assessments are updated every term.
- Every class teacher uses the assessment as a diagnostic tool on which to base their PSHCE / Meta-cognition planning.

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.

This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Analysis of data examining the progress of different vulnerable groups.
- Termly pupil progress meetings held with the Head teacher and KS leaders.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Completion of statutory functions by the SENCo related to referral for statement/ 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 by the SENCo, LA adviser, SEND 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.
- Termly analysis of PIVAT progress data.
- Termly updates of the APDR / My Plan targets.

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.