



Friarage Community Primary School Inclusion, Special Educational Needs and Disability (SEND) Policy

This policy is in line with the final SEN Code of Practice, which has been ratified by Parliament for use from January 2015

Co Head Teachers – Mrs Ruth Blamires & Mrs Cheryl Cappleman
Assistant Head Teacher/ SENCo Mrs Kate Woodward-Hay
SEND Governor – Mrs Amanda Cooper-Hayward

Abbreviations Used:

- SEND** – Special Educational Needs and/or Disabilities
- SEN** – Special Educational Needs
- SENCo** – Special Educational Needs Coordinator
- CoP** – Code of Practice (referring to SEN)
- LA** – Local Authority
- APDR** – Assess, Plan, Do, Review
- EHCAR** – Education, Health and Care assessment Request
- EHCP** – Education, Health and Care Plan

| Document status | |
|---|--|
| Date of Policy Adoption by Governing Body January 2018 Review January 2020 | Signed: Chair of Governors: |
| Method of Communication School Office, School Website. | |

‘Together we can’

Values:

At Friarage School we are committed to providing an appropriate and high quality education for every child in our school. We are a Restorative Practice school where education, equality and the well-being of all members of the school community are at the centre of everything that we do.

We believe that all children, including those identified as having special educational needs, are entitled to a broad and balanced curriculum which is accessible to them and offers appropriate challenge to enable all pupils to make good progress. Every child whatever their individual needs will always be fully included in all aspects of school life.

At Friarage we are committed to the highest quality of education for all children and the most efficient use of our resources.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, specific learning difficulties, difficulties with communication and interaction or social, emotional and mental health issues.

At Friarage School we aim to identify individual needs as they arise and to provide a teaching and learning environment that will enable every child to enjoy all aspects of school life achieve their full potential.

Aims:

- To meet pupils’ diverse needs by overcoming barriers to learning, identifying those vulnerable to underachievement and putting in place appropriate measures to enable them to access education and fulfil their potential.
- To provide the experiences and opportunities to enable pupils to become lifelong learners,
- To provide a rich curriculum which is broad and balanced and complies with all the requirements of the National Curriculum and Early Years Foundation Stage,
- To provide activities and experiences which enable children to flourish and achieve their potential academically, spiritually, morally, socially and creatively,
- To enable our pupils to gain an understanding of other peoples’ lives and how their decisions and choices affect others in our community and globally,
- To develop a range of skills, attitudes and values which will prepare pupils to lead healthy, safe and fulfilling lives, to be active citizens and to make a positive contribution to the wider world,
- To work in partnership with parents and carers for the benefit of the pupils,
- To become a centre of excellence and learning for the community.

Objectives of the Policy

The objectives of this policy are to ensure that the governing body makes provision for vulnerable pupils, those with SEN or who are disabled.

“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 fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training. (6.1 SEN CoP)*

Rationale

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all.
- Every Teacher is responsible and accountable for the progress of every child in their class including those with SEN.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Promoting wellbeing will encourage children to maintain high standards of attendance, behaviour and achievement.
- Early and accurate identification is essential.
- A graduated approach, using Assess-Plan-Do-Review is an effective way to implement and evaluate provision.
- 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 and supported to give their views on what learning is like for them.
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Principles

A child or young person has SEN if they have 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 he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEN CoP 2014)

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

SEND Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this by letter through the Class Teacher and the decision will be made to add the pupil to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove the barriers to their learning. The support provided consists of a four-part process: Assess, Plan, Do & Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

We need a clear understanding of a child's needs in order to plan effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes.

At Friarage an assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of development.

Information that can be drawn upon to establish a clear analysis of pupil's needs are:

- Teacher's assessment and experience of the pupil
- Information on pupil progress, attainment, and behaviour
- The pupil's development in comparison to their peers
- The views and experience of parents
- The child's own views
- Advice from external support services

Plan

We ensure that where additional / different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision.

We consider what the expected (targeted) outcome is by the end of the intervention period and this is discussed, agreed and planned for.

We ensure that interventions are outcome focused, regularly reviewed and that target setting is linked to the child's identified primary need.

Do

Our teachers work closely with any specialist staff involved to plan and assess the impact of targeted interventions.

Planning and review time is explicitly planned and regularly takes place at least termly.

We ensure quick and concise communication to convey outcomes of targeted provision.

Review

Teachers do not wait for the more formal termly review meetings (with parent and pupil views) to reflect on and make necessary adaptations to teaching and learning approaches and provision.

Progress toward meeting planned outcomes is tracked and reviewed regularly, at least half termly at Pupil Progress meetings.

This process will be recorded on an Individual Learning Pupil Passport . (Please see Appendix 2)

Identification of Pupil's Needs: A Graduated Approach

"A child in my class is not making expected progress"

This means their academic/social/physical progress may be:

- Significantly slower than that of their peers, starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap

Monitor the child

- Implement usual differentiation strategies
- Discuss at Pupil Progress Meetings
- Assess the impact for a suitable period of time (6-10 weeks depending on need)

"The child is still not making expected progress"

Assess, Plan, Do, Review – Individual Learning Pupil Passport

- Complete a cycle of Assess, Plan, Do, Review and record
- Continue to implement differentiation strategies

- Discuss with Phase Leader/Subject Leader
- Discuss with parent
- Discuss with child
- Consider a “Booster/Catch Up” intervention in class
- Monitor for a suitable period of time (6-10 weeks depending on need)

“The child is still not making expected progress”

- Refer to SENCo
- Complete referral form
- Attach completed record of Assess, Plan, Do, Review cycle

Next Steps

- When the referral is received, the SENCo will be assigned to the child
- They will contact you to arrange a meeting and discuss the issues further
- The SENCo will come to observe the child and carry out other assessments as appropriate
- A further meeting will take place to discuss next steps which may involve the Class Teacher, Pupil, Parent and SENCo

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review with parents. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Monitoring and Evaluating Performance

Monitoring and evaluating the progress of pupils with SEN 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.
- Learning walks and pupil interviews to evaluate the effectiveness of strategies used within classrooms and the wider learning environment.
- Pupil Progress Meetings.
- Completion of statutory functions by the SENCo related to referral for statement/education health care plans, termly meetings and annual reviews.
- Focused monitoring by the SENCo, LA adviser, SEN Governor.
- Detailed discussions with families and pupils.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Analysis of progress data of selected groups.
- Local authority analysis of information and data about the school.

Links

Please see the SEND section on the Friarage County Primary School website for more information, examples and proformas.

Whole School Approaches

North Yorkshire Local Offer – services available from the Local Authority.

SEND Information Report – school services.

Whole School Provision Map – graduated provision available to all pupils.

Individual Approaches

Assess-Plan-Do-Review Document – please see Page 4.

Individual Learning Pupil Passport – document that tracks provision and progress for High Need children on SEND Support.

For further information on related policies please see the policy section on our website.

Responsibilities

Responsibility for coordination of Inclusion and SEN provision is as follows:

Co-Head Teachers – overall responsibility for the provision and progress of learners with SEND.

SEN Governor – meets regularly with the SENCo and has access to information which allows them to monitor and evaluate the effectiveness of the SEND policy.

SENCo – supports, leads and provides professional guidance to class teachers, maintains up to date records of SEND children, monitors and evaluates interventions, liaises with parents and outside agencies.

Class Teachers – provide quality first teaching within the classroom, implement SEND policy, identify, plan for and provide intervention for children in their class, liaise regularly with parents and SENCo and are responsible and accountable for the progress of every child in their class who has SEND.

SENCo – Kate Woodward-Hay

SEND Governor – Amanda Cooper-Haywood

Formulated: January 2018

Review Date: January 2020 or sooner if legislation changes

Approved by Governors at a meeting on January 25th 2018

Signed: Chair of Governors – Janet Jefferson

This policy should be read in conjunction with the Safeguarding and Child Protection policies.

We are aware that for children with Special Educational Needs and increased vulnerability this is particularly relevant.

Links with other schools/Transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from Friarage School to new schools will have a form that gives details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

Local Authority's current admissions policy

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation. If the issue cannot be resolved within 10 working days; the parent can submit a formal complaint to the Co-Head teachers in writing or any other accessible format. The Head teacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office.

APPENDIX 1

- Small group intervention within the classroom (social skills, language development, reading, phonics, writing, spelling, numeracy – additional to classroom provision).
- Speech and language therapy.
- Speech Links
- Nurture group.
- Lunchtime/ club.
- Restorative Practice.
- Peer tutoring/mentoring.
- CBT
- In-class support (general/specific).
- HI/VI support service input.
- Special resources, hardware, software, large format books.
- Adaptations to the physical environment (e.g. doorways, lighting, sound proofing)
- Levels of support for individual children
- Type and use of resources, including ICT
- Consultation with parents and outside agencies, statutory, voluntary and charitable
- Staff training
- Changes to children's routines
- Pencil grips
- Phonics/reading
- Letters & sounds
- ELSA
- 'Maths No Problem'
- Dyscalculia group
- Metacognition
- Talk For Writing
- Speech and Language
- Read, write, ink

APPENDIX 2

APPENDIX 3

APPENDIX 4