

# Appleton Wiske Community Primary School

## SEND Policy

At Appleton Wiske Community Primary School, we are committed to developing and celebrating the individual strengths of each child, actively encouraging them to achieve their full potential in a safe, secure and caring environment. We encourage all children to enjoy school and be ready for life.

### **Definition of Special Educational Needs – Code of Practice 2015**

A child or young person has SEND 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:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children who are placed on the school's SEND register should be targeted to make accelerated progress. They may be removed from the register if they reach age-related expectations and progress is maintained.

### **SEND Local Offer**

The school is supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. North Yorkshire Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This includes information about services across health and social care as well as private, voluntary and community sectors. This can be found at:

<http://www.northyorks.gov.uk/article/26714/Special-educational-needs---local-offer>

The school's SEND Information Report explains how this policy is implemented. It can be found via our school website or a copy can be provided on request.

### **Aims**

- We aim to provide every child with a broad and balanced curriculum which encourages them to achieve their full potential, whilst fostering their independence.
- We aim to secure special educational provision which is additional to and different from that provided within the differentiated curriculum to respond to the four areas of special educational need:
  - ❖ Communication & Interaction
  - ❖ Cognition & Learning
  - ❖ Social, Emotional and Mental Health
  - ❖ Sensory and / or physical

### **Objectives**

- To identify and support the needs of pupils with SEND as early as possible.
- To plan and deliver appropriate provision which overcomes barriers to learning.
- To work in partnership with parents/carers to gain a better understanding of their child and to involve them in all aspects of their child's education.
- To value the role that pupils have in assessing their own needs and planning their next steps.
- To work closely with outside agencies when a pupil's needs cannot be met by the school alone.

## **Responsibility for the Co-ordination of SEND Provision**

The Head Teacher has overall responsibility for the provision and progress of learners with SEND. The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is the SENCo. The school's Governing Body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEN Code of Practice. The Head Teacher is Mr N Clark. The school's SENCo is Mrs K Hainsworth. The Governor for SEND is Mrs H Patel.

## **Graduated Approach to the Identification of and Provision for Pupils' Needs**

Provision for SEND is a whole school matter. All teachers are teachers of children with SEND.

## **Quality First Teaching**

- If concerns about a pupil's rate of progress arise, a pupil is monitored closely by their class teacher in order to determine whether they may have SEND.
- The child's class teacher will take steps to provide more carefully differentiated learning opportunities to facilitate the pupil's rate of progress.
- The SENCo may be consulted for support and advice and may observe the pupil in class.
- Parents/carers will be informed fully of the circumstances under which their child is being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concerns expressed by the parent/carer or teacher. This does not place the child on the school's SEND register.

## **SEN Support** (formerly categorised as School Action & School Action Plus)

Where it is determined that a pupil has SEND, parents/carers will be advised of this and their consent sought to add the pupil to the school's SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place which removes barriers to learning and accelerates the pupil's progress. Support is provided through a four-part process:

**Assess:** The class teacher analyses the pupil's needs based on their assessments, taking into account previous progress and attainment and the pupil's and parent's views. Where relevant, advice from external support services will also be sought and considered.

**Plan:** Planning will involve consultation between the teacher, support staff, parents/carers, pupils (where appropriate) and SENCo to agree the adjustments and support that are required which are additional to and different from the differentiated curriculum. Targets for progress and development will be set and a clear date for review agreed. Parental involvement at home may be sought to reinforce or contribute to progress. This plan will be recorded in an Individual Provision Map (IPM).

**Do:** The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from them as class teacher. They plan and assess the impact of support and interventions together with anyone else who regularly works with or supports the child, such as teaching assistants. Support, with further assessment of the pupil's needs, will be provided by the SENCo or external support services where necessary.

**Review:** Reviews will be undertaken at least termly and will evaluate the impact of the support and interventions. The class teacher, in consultation with the pupil, parents/carers and SENCo, will revise the IPM. Where it is felt that a pupil no longer requires SEND support, it will be recommended to parents/carers that the pupil is removed from the SEND register. In such circumstances, careful monitoring of the child's progress will continue a further joint progress review with parents/carers will be arranged.

## **Referral for an Education Health and Care Plan (EHCP)**

If a child has lifelong or complex difficulties which mean they require a significantly higher level of support, they may undergo a Statutory Assessment Process. This 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 assessment, planning and provision is required. The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENCo
- Social Care
- Health Professionals
- Other External Agencies

Information will be gathered relating to the current provision, actions 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 EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Further information about EHC Plans can be found via the SEND Local Offer.

## **Education Health and Care Plans (EHCP)**

Following Statutory Assessment, an EHCP will be provided by North Yorkshire County Council if it is decided that the child's needs are not being met by the level of support that is ordinarily available within the school. The school and the child's parents/carers will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

## **Recording of Provision**

The provision which the school makes for a pupil is recorded in the following documents:

- Individual Provision Map (IPM) – reviewed at least termly with parents/carers and the child
- Minutes of review meetings (where the SENCo is involved in reviewing the progress with the class teacher and parents/carers)
- Other documentation from external agencies

## **Risk Assessments**

Risk assessments will be undertaken and recorded, where necessary, in order to ensure that pupils' access needs are met and that the safety and wellbeing of all are given due consideration.

## **Monitoring and Evaluating the Success of SEND Provision**

Pupil progress is monitored through formative and summative assessment on a regular basis. Progress is identified as that which:

- Improves the child's previous rate of progress.
- Closes the attainment gap between a child and his or her peers.
- Prevents the attainment gap from widening.
- Demonstrates an improvement in self-help or personal skills.
- Demonstrates an improvement in the child's social, emotional and mental wellbeing.

Pupils' attainment is recorded as follows:

- EYFS: using the developmental statements of the EYFS Development Matters Curriculum
- Years 1 to 6: using age related expectations outlined in Target Tracker.
- Where pupils are not yet working within National Curriculum expectations, P levels are used to track progress from the Spring term of Year 1.
- Where appropriate, P levels are used to record and track the progress of pupils' personal, social and emotional development (PSED).

Attainment is tracked using the school's Target Tracker assessment monitoring tool.

### **Allocation of Resources for Pupils with SEND**

The school budget, received from NYCC Local Authority, includes funds for supporting children with SEND. The Head Teacher agrees the budget for Special Educational Needs and Disabilities in consultation with the Governing Body. The SENCo evaluates the information available about the needs of pupils with SEND in the school, including:

- ❖ Children receiving extra support already
- ❖ Children requiring extra support
- ❖ Children who have been identified as making less progress as would be expected

The SENCo, with the support of teaching staff, agree on the resources, training and support that are required. All resources, training and support are reviewed termly and changes made as required.

### **Facilities for Pupils with SEND**

The school complies with accessibility requirements as detailed in its Access Plan. See SEN Information Report for further details.

### **Specialist Support Services**

The school maintains effective working relationships with a variety of external support services in order to ensure it provides the best possible support for its pupils with SEND. Consent is always sought from parents/carers before referring to another professional.

### **Complaints**

If a parent/carer has a complaint relating to a child with SEND they are encouraged to approach the class teacher in the first instance. A discussion to see if their concerns can be addressed will take place. Parents can also contact our SENCo and Head Teacher. If the parent/carer still feels that their views have not been listened to or answered to their satisfaction they can make a formal complaint by writing to the Chair of Governors at our school. Full details of our complaints procedure can be found on the school website or by requesting a written copy of the procedure.

Revised: April 2017

Review date: April 2018

Appleton Wiske Community Primary School  
SEND Policy into Practice Document

<b>Observation</b>	<b>Action</b>	<b>Who</b>
Concern about an area of pupil's early development or pupil's progress	Complete 'At A Glance' document Share with parent/carer Inform SENCo Monitor for half a term Evaluate outcome	Class Teacher Class Teacher Class Teacher Class Teacher Class Teacher
SEND Support needed	Discuss with SENCo	Class Teacher
SEND Support Registration to be made	Discuss with SENCo Seek consent from parent/carer Complete SEND Support Registration and copy to SENCo Initiate Individual Provision Map Add pupil to SEND Support Register	Class Teacher Class Teacher Class Teacher Class Teacher SENCo
Individual Provision Map (IPM) to be completed and reviewed termly	Seek pupil voice Share with parent and seek their views Set targets for a term with pupil and parent Begin four-part support process and review after a term Copy of IPMs to be given to parent and SENCo	Class Teacher Class Teacher Class Teacher CT and SENCo Class Teacher
Concern about a lack of progress in spite of targeted SEND Support	Discuss with SENCo Adjust provision or consider referral to another agency Seek parental consent for referral to external agency Contact external agency and complete referral	Class Teacher CT & SENCo SENCo SENCo
Assessment of pupil's needs is required in greater depth	Complete 'Can Do' Assessment	SENCo, Class Teacher, Parents, External Agencies
Concern that the school's resources are insufficient to meet the pupil's needs	Consider making a Request for an EHC Plan	SENCo, with parents and all agencies involved.
Pupil's disability requires individual consideration to ensure safe access to any environment accessed whilst attending school	Undertake and record a risk assessment and create a management strategy	Class Teacher, SENCo, Parents
Concern that a pupil's social, emotional and mental health needs are resulting in challenging behaviour on a regular basis	Undertake and record a risk assessment and create a management strategy	SENCo, in collaboration with staff and parents
Pupil is deemed not to require any further SEN Support	Discuss with SENCo and parent Complete 'Closure of SEN Support Record'	Class Teacher Class Teacher

