



# KILLINGHALL CE PRIMARY SCHOOL

## SEND POLICY 2017

### **Aims and Rationale**

Killinghall CE Primary School endeavours to ensure that teaching and learning, achievements, attitudes, well-being and the happiness of every individual matters. Taking these principals into account we believe that we have a responsibility to recognise pupil's personal identities and individual needs. We are aware of the need to provide the support these children need in order to achieve these desired outcomes. At our school we provide a broad and balanced curriculum for all children. Our planning aims to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. However some children may have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

The aims of this policy are to:

- fulfil statutory obligations.
- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum;
- ensure that parents are able to play their part in supporting their child's education;
- ensure that our children have a voice in this process;
- make clear the expectations of all partners in the process;

### **Educational Inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **Children with Medical Needs**

In our school we aim to provide access to education for children with medical needs by:

- Ensuring that all necessary medical information/training is undertaken to fulfil the medical need.
- Providing a named person, Sarah Bassitt, responsible for dealing with pupils who are unable to attend school for medical reasons.
- Notifying the LA / EWO if a pupil is to be away from school due to medical reasons for more than 15 days. Or a parent requests this support.
- Supplying appropriate information regarding the pupil's abilities, educational progress and programme of work.
- Being active in the monitoring of progress and in the reintegration into school, liaising with other agencies as necessary.
- Ensuring that pupils who are unable to attend school because of medical need are kept informed about school social events.

## **Legal Framework**

Our school will follow all relevant laws and guidelines. These will include:

- Education Act 1996 ( updated 2011 )
- Special Educational Needs and Disability Act 2001
- DfES SEND Code of Practice (0-25) (September 2014)
- DfES Inclusive Schooling: Children with SEN

## **Other Relevant School Policies**

Reference should be made to other school policies within our school. These include:

- Admission policy
- Anti-bullying policy
- Assessment and reporting Policy
- Attendance policy
- Behaviour policy including exclusion procedures
- LA Inclusion policies
- Risk management guidelines
- School development plan
- Inclusion policy

## **Identification of Special Educational Needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

## **Areas of need -SEN:**

For a child to be recognised as SEN they must have one or more of the following needs:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

## **Provision**

Children may join our school with their needs already assessed. All our children are re-assessed on entry to our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

## **Assessment process**

In order for a child to be classed as having a special educational need a specific process must first be followed.

- When a child is first identified as making slow or inadequate progress high quality first teaching must be used to respond to children who may have SEN.
- If quality first teaching has not enabled the child to make adequate progress children will be given extra support from an adult or specialised resources. At this point staff members involved in supporting the child must make regular assessments and ensure they include parent and pupil views.
- If the child still continues to make inadequate progress the Class Teacher along with the SENCO will assess whether or not they feel the child has a significant learning need. At this point the child would be placed on the SEN register.
- The support and intervention of a child on the SEN register will be recorded on an Inclusion Passport and/or Individual Education Plan (IEP).
- Once a child is placed on the SEN register a 'graduated approach' must be followed to ensure that regular, effective assessment is carried out:
  - **Assess:** This will provide both the Class Teacher and SENCO with a clear understanding of the area of need. Views of parents and pupils can also be sought at this stage. Trends in learning needs should be noted and quality first teaching should be adjusted to try to support progress. At this point specialist assessments from agencies such as EMS or Educational Psychologists can be sought and 'deliberately ambitious targets' should be made.
  - **Plan:** At this point parents **MUST** be notified and consulted. This will include the support being given, targets to be set, expected impact and a date for review. Interventions being used should be evidence based.
  - **Do:** Class Teacher remains responsible for working with the child on a daily basis and should be planning and assessing support being given. SENCO will provide the Class Teacher with support in assessing and advising on the impact of support being provided.
  - **Review:** Effectiveness of support and impact should be evaluated by agreed date. Parent and pupil views must be sought when analysing the impact of support. The Class Teacher should then work alongside the SENCO to revise support in light of progress/development made by child. These revised outcomes will then be shared with parents and pupils.

## **Education, Health and Care Assessment Request (EHCARs)**

Once a child is on the SEN register regular meetings between the Class Teacher and SENCO will progress. If after evidence based intervention the child continues to make little or no progress statutory assessment may be sought. This will require the Class Teacher, and possibly the SENCO, to meet with the parent(s) to complete an EHCAR form. This form combines information from school, health and care where necessary and focusses on where we want the child to be rather on what their difficulties are. This will be submitted to the LA along with a CAN DO form completed by the Class Teacher and a decision will be made on additional funding to support the child based on the information provided. If the LA decides that the child does require additional funding to support their learning an Education, Health and Care Plan (EHCP) will be issued and reviewed on a yearly basis. Regular assessment and review of progress will still be carried out in school by the Class Teacher and SENCO.

## **Links with other schools/agencies**

Our school works closely with many other outside agencies to ensure that our pupils have the best provision. These include:

### **LA support services**

- *EMS outreach – Grove Road & Hookstone Chase*
- *Educational Psychologists,*

### **Medical Services/ other support**

- *Paediatrician – Child Development Centre - Harrogate District Hospital*
- *Occupational Therapist,*
- *Speech and Language,*
- *Consultant Clinical Psychologist - Dragon Parade Clinic*
- *Hearing and Visual Impairment,*
- *SLD Outreach - Springwater School, Harrogate*
- *Autism Outreach – Forest School, Knaresborough*
- *School Nurse*
- *Links to Teaching School Alliance support.*

These agencies will be contacted if a child has made little or no progress despite support being given that is well matched to the child's need. Parents will always be informed if our school has made the decision to involve a specialist. If the child continues to demonstrate significant cause for concern, a request for statutory education, health and care assessment will be made to the LA. A range of written evidence about the child will support this request.

## **The Role of the SENCO**

In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision along with the Class Teacher.
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- receives appropriate training, including NYCC 'Can do'.

## **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified Helen Potter as the governor who has specific oversight of the school's provision for pupils with special educational needs. The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## **Allocation of resources**

The headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The headteacher in consultation with the governing body decides on how the funding should be allocated to support special educational needs.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to SEN. The headteacher then draws up the resources bid when the school is planning for the next academic year.

## **Assessment**

- Early identification is seen as important at our school. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- Pupils who are on the SEN register are assessed termly across the curriculum, using teacher assessment and recognised assessment tools. Levels are recorded and kept in class assessment folders and are used to help track progress and inform planning.
- Pupils with SEN will often make slow step progress. Our school makes use of PIVATS, an assessment tool to help record and plan small step progress, including P Scales.
- The LA will seek a range of advice before making a formal EHCP. The needs of the child are considered to be paramount in this.

## **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in our school. All children on the SEN register have an IEP, inclusion passport or a Provision Map.

There are times when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom with teaching assistants.

## **Partnership with parents**

At Killinghall CE Primary School we work closely with parents to support their children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. We feel parents can contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupil with special educational needs.

### **Pupil participation**

Through use of Assessment for Learning we encourage children to take responsibility and to make decisions for their own learning. Children are involved at an appropriate level in setting targets in their IEPs and/or Inclusion Passports and in the termly IEP and/or Inclusion Passport review meetings. Children are encouraged to make judgements about their own performance against their IEP targets.

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school.

The SENCO and Headteacher are involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the governor responsible for special needs will also hold regular meetings to discuss SEN issues and provision.

### **PERSONNEL**

Headteacher	Mrs Sarah Bassitt
SENCO	Mrs Elouise Foster
Intervention Leader	Mrs Meryll Castle
Governor with Responsibility	Mrs Helen Potter
Named Person for medical/ special educational needs	Mrs Sarah Bassitt

This policy was approved by Governors – Sept 2017  
Review date Sept 2018 unless SEND changes significantly.