



# Middleham CE (VA) Primary School

## SEND Policy

At Middleham CE (VA) 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.

### **Rationale:**

The school's SEND Policy is based on the new SEND Code of Practice 0 – 25 years which gives statutory guidance; relating to The Children and Families Act 2014, The Equalities Act 2010 and The SEND & Disability Regulations 2014.

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 school will use its best endeavours to make sure that a child with SEND gets the support they need. The school will make reasonable adjustments for disabled children, to prevent them being put at a substantial disadvantage.

A child has a SEND if they have a Learning difficulty which calls for SEND provision to be made for them.

A child has a Learning difficulty if they: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in a mainstream school.

Special educational provision means: for children of two or over, educational provision which is additional to, or different from, the provision made generally for children of their age in a mainstream school. For children under two years, educational provision of any kind.

A child has a Disability if he/she has a physical or mental impairment which has a long term and substantial adverse effect, on their ability to carry out normal day to day activities.

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.

## **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, and voluntary 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 the information tab under 'curriculum'.

### **1. Aims and Objectives**

#### **Aims**

- We aim to provide every child with a broad and balanced governing
- which encourages them to achieve their full potential, whilst fostering their independence.
- 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.

### **1. Responsibility for the coordination of SEND provision**

The Headteacher has overall responsibility for the provision and progress of learners with SEND. In our school, the Special Needs Coordinator (SENCo) role is also undertaken by the Headteacher. 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 SEND Code of Practice 2014.

The school's Headteacher / SENCO is Mrs L Evans  
The named Governor for SEND is Mrs Lesley Sweeting

### **2. 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.

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

Where it is determined that a pupil does have SEND, parents / carers will be advised of this and their consent sought to add the pupil to the school's register of SEND. 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
- Plan
- Do
- Review

This on-going cycle helps identify which strategies are the most effective in supporting the pupil to achieve good progress and outcomes. *See Appendix 1.*

### ***Referral for an Education, Health and Care Plan***

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 Education, Health and Care Plan will be taken at a progress review. At this stage, a CANDo assessment will also take place.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents / carers
- Teachers
- SENCO
- Social Care
- Health professionals

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 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.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

### ***Education, Health and Care Plans (EHC Plan)***

Following Statutory Assessment, an EHC Plan 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 EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan 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.

### **3. Recording of Provision**

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

- Individual Provision Map (or Individual Learning Provision Plan if the child is in EYFS)
- Inclusion Passport (where other agencies are involved and multi-agency reviews are held)
- Minutes of review meetings (where the SENCO is regularly jointly involved in reviewing progress with the class teacher and parent / carer)

#### **4. 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 well-being of all are given due consideration where necessary.

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

Pupil progress is monitored on a termly basis. Progress is identified as that which:

- better the child's previous rate of progress.
- closes the attainment gap between a child and their 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 well-being.

**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
- 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

Individual target and provision maps are reviewed and evaluated termly.

Pupils' attainment is recorded as follows:

- EYFS: using the developmental statements of the EYFS Development Matters Curriculum
- Y2 and 6: using National Curriculum levels, but from September 2015 will be moving towards using age related expectations outlined in Essex Target Tracker.
- Other year groups: using National Curriculum levels in the summer term of 2015, moving towards using age related expectations outlined in Essex Target Tracker
- Where pupils are not yet working within National Curriculum levels, P levels are used to track progress.
- Where appropriate, P levels are used to record and track the progress of pupils' personal social and emotional development.

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

## **6. Allocation of Resources for pupils with SEND**

- The school budget, received from NYCC Local Authority, includes funds for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher discusses with the staff all the information she has 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 not making as much progress as would be expected
- Decide what resources, training and support are needed.
- All resources, training and support are reviewed termly and changes made as required.

## **7. Facilities for Pupils with SEND**

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

## **8. 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.

## **9. Complaints**

If a parent / carer has any concern or complaint regarding their child, they should make an appointment to speak to the Headteacher as soon as possible.

Full details of our complaints procedure can be found by asking for a written copy of the procedure.

A copy of this policy is available for all parents who request one from the school office as well as the opportunity to read through it with the class teacher, SENCO or SEND Governor.

***If you need this document in large print, audio, Braille, alternative format or in a different language, please contact us and we will do our best to help.***

## **Appendix 1      The Four Part Support 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 and pupils (where appropriate) and SENCO, where necessary, to agree the adjustments and support that are required, which are additional to and different from the differentiated curriculum, the impact on progress, development and / or behaviour that is expected and a clear date for review. Parental involvement at home may be sought, where appropriate, to reinforce or contribute to progress. This plan will be recorded in an Individual Provision Map.

### **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, e.g. 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 each term and will evaluate the impact of the support and interventions. The class teacher, in consultation with the pupil, parents / carers and SENCO, if necessary, will revise the support plan. 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 register of SEND. In such circumstances, careful monitoring of the child's progress will continue for a term, and a further joint progress review with parents / carers will be offered.

## Appendix 2

### Middleham CE (VA) 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" Pupil Profile. Share with parent / carer. Inform SENCO. Monitor for half a term. Evaluate outcome. Discuss with SENCO.	Class Teacher Class Teacher Class Teacher Class Teacher Class Teacher Class Teacher
SEND Support Implemented	Discuss with SENCO. Seek consent from parent / carer. Initiate Individual Provision Map. Add pupil to SEND Support Register.	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 a target for a term with pupil and parent. Begin the 4 part support process and review after a term. Copy of IPMs to be given to parent and SENCO.	Class Teacher Class Teacher Class Teacher Class Teacher with SENCO, if necessary. 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. Initiate Pupil Inclusion Passport.	Class Teacher CT & SENCO SENCO SENCO CT & SENCO
Assessment of pupil's needs is required in greater depth.	Complete CANDo Assessment.	SENCO, CT, parents and any agencies involved.
Concern that the school's resources are insufficient to meet the pupil's needs.	Consider making a Request for an EHC Plan.	SENCO, together 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, in collaboration with parents and, if required, SENCO.
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 SEND	Discuss with SENCO and parent.	Class Teacher Class Teacher

<b>Support.</b>		
-----------------	--	--

<b>Date adopted by Governing Body</b>	<b>Autumn 17</b>
<b>Date of renewal</b>	<b>Autumn 18</b>