



**BARLOW, BURTON SALMON & CHAPEL HADDLESEY  
PRIMARY SCHOOLS FEDERATION**

**SEND POLICY**

<b>Document Status</b>			
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<b>Responsible officer</b>			
J. Marwood			
<b>Signed:</b>			
<b>Headteacher</b>	<b>S. MacDonald</b>	<b>Chair of Governors</b>	<b>C. Taperell &amp; J. Brown</b>

<b>Links to Other Policies</b>	
SEND Information Report	Intimate Care Policy
Inclusion Policy	

**This policy is in line with the SEND Code of Practice.**

### **Abbreviations**

<b>ASCOSS</b>	<b>Autism Outreach Support Service</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>TA</b>	<b>Teaching Assistant</b>

### **Aims**

- \* To provide a caring and supportive environment in which all pupils are valued equally and are given the opportunity to develop to their full potential
- \* To identify the children who have special educational needs or are gifted or talented in any area of the curriculum.
- \* To determine the educational needs of the individual children.
- \* To give the children the extra help and resources they need to achieve their potential in all subjects
- \* To give all children access to a broad and balanced curriculum based on the National Curriculum and including Religious Education.

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).

### **Objectives of the Policy**

- \* To provide within the school a graduated response that encompasses an array of strategies for meeting pupils special educational needs, as recommended by the Department for Education in the Code of Practice on the Identification and assessment of Special Educational Needs 2002, and the Code of Practice January 2015.
- \* To develop differentiated individual educational programmes.
- \* To establish a system of record keeping which will help to identify any problems and monitor the progress made by children.
- \* To foster and maintain links with all outside agencies and educational support services.
- \* To initiate and facilitate staff development programmes concerned with special educational needs and the gifted and talented.
- \* To foster and maintain effective links with secondary and special schools to ensure identification and successful transfer of pupils with special educational needs and the gifted and talented.
- \* To ensure that parents are involved as partners in the education of their children.

## 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 (SEN) 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 disabled children 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.

## **Procedures**

**The Executive Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:**

### **1. The School's Governing Body.**

The responsibility for arrangements to identify, assess and meet the special educational needs of the pupils rests with the Governors. The Governing Body must

- Do their best to secure the necessary provision is made for any pupil who has special educational needs/ is gifted and talented.

- Ensure that, where the Headteacher or the Governor with responsibility for S.E.N.D has been informed by the L.A that a pupil has special educational needs, those needs are made known to all who are likely to teach the pupil.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs/ gifted and talented, including the Foundation Stage.
- Draw up and report annually to parents on their policy for pupils with special educational needs/ gifted and talented.
- They must include a synopsis of their special needs policy/ gifted and talented in the school brochure.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs so far that it is reasonable practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Identify appropriate funding for children with SEN.
- Ensure gifted and talented pupils are given every opportunity to exercise their skill and develop it through external provision if appropriate.

## **2. The Responsible Person.**

Mr Chris Taperell is the “responsible person” in receipt of information from the local education authority regarding the special educational needs of pupils within the school.

As his role as chair of the governing body, he will be the principal agency through whom the governors discharge their duties.

## **3. The Co-ordinator for Educational Needs.**

Mrs Lindley is the SENCo for the federation from February 2019. Whilst she is completing the training for her SENCo qualification, she is shadowing Mrs MacDonald, the Headteacher. She is responsible for:

- The day to day operation of the school’s SEND policy.
- Liaising with and advising fellow teachers.
- Co-ordinating the special needs provision.
- Identifying and assessing pupils with special educational needs/ Gifted and Talented.
- Maintaining and over-seeing the SEND/G & T register and records of pupils.
- Liaising with the parents of children with special educational needs.
- Contributing to in-service training of staff.
- Liaison with external agencies and the L.A.
- Evaluating the effectiveness of the policy.
- Monitoring the provision for children on the SEND register and taking note of national data.

## **4. Staff**

- Teaching and support staff attend LA training courses on SEND matters which relate to the needs of the children in the school. In addition, staff seek specialist advice from support services.
- Teaching staff are responsible for planning individual education plans to meet the needs of SEND children in their class. They are also responsible for the monitoring and assessment of work undertaken by teaching assistants, PSA’s and MSA’s.
- All teaching assistants will be made aware of the needs of SEND/G&T children so they can work appropriately with them and will be responsible for reporting back at the end of each session.

- MSA's will be made aware of the needs of SEND children and will report back to teaching staff where appropriate.

### **Whole school approaches:**

All class teachers 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 have individualised targets.
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available.
- The training budget for staff is transparent.
- 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 local to inform the school offer. This is published on the school website as part of the governors' SEN information report'.

### **Individualised approaches:**

Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.

- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans; some pupils may be allocated a key worker.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- The SENCo will be appropriately qualified and have the skills required to meet her statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect 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 school will follow the latest statutory guidance, currently the CoP 2015.

### **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, including their value for money.
- Forensic analysis of data examining the progress of different vulnerable groups.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Annual financial returns.
- 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, SEN 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.

**The governing body evaluate the work of the school by:**

- Appointing an SEN governor who is a champion for pupils with SEND (Chair of Governors: Chris Taperell (Chair of Governors)).
- 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 SEN funding.

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.

The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes.

This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and

young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development.

This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.