



Special Educational
Needs and Disabilities
policy

Special Educational Needs and Disabilities (SEND) Policy

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Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people.

The policy refers to the Children and Families Act 2014 and its SEN Code of Practice together with the Equality Act 2010. It takes into account the associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

Definition of Special Educational Needs and Disabilities.

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 him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and Sensory

A pupil has a learning difficulty or disability if he or she:

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

Aims and Objectives of Provision at Burton Pidsea Primary School

At Burton Pidsea Primary, we believe that 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
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at Burton Pidsea Primary is to ensure that these things happen. In order to achieve this aim, we will:

- Ensure that a child with SEN gets the support they need as early as possible in their school career.
- Ensure that pupils with SEN engage in activities alongside those pupils who do not have SEN and have access to a broad and balanced curriculum.
- Designate a teacher to be responsible for coordinating SEN provision (the SENCO)
- Ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- Inform parents/carers when special educational provision is being made for a pupil
- Produce an annual SEN information report

Identification, Assessment and Provision

At Burton Pidsea Primary, we recognise the importance of early identification of SEN. Early intervention and response improves the long-term outcomes for pupils.

Early Identification

Every pupil's skills and attainment will be assessed on entry to Burton Pidsea Primary. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made. The needs of pupils are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Teachers will make regular assessment of all pupils and identify those who are making less than expected progress. The first response to any pupil who falls in to this category will be targeted teaching at the area of weakness by the teacher. Following this, if there is no improvement, the teacher, in conjunction with the SENCO, will gather further evidence (including the views of the pupil and parents)
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Standardized screening or assessment tools.
- Behaviour data. Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. If there are concerns, assessment will be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances a multi-agency approach, such as CAF may be appropriate.

- Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEN based on the SEN Support Frameworks (Appendices 1-4) in one or more of the 4 'broad areas of need'; Communication and Interaction (Appendix 1), Cognition and Learning (Appendix 2), Social, Emotional and Mental Health Difficulties (Appendix 3) or Sensory or Physical Needs (Appendix 4).

Special Educational Provision at Burton Pidsea Primary

Teachers are responsible and accountable for the progress and development in their classes, including where pupils access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional support cannot compensate for the lack of good quality teaching.

Reviews of the quality of teaching include teacher's understanding of strategies to support vulnerable pupils.

In deciding whether a pupil has SEN, information is gathered on pupil progress (alongside national and expected progress levels), from teachers, parents and/or carers, and the pupils. Any decision on whether SEN provision is required starts with the desired outcomes, including progress and attainment. This includes the views of the pupil and the parents/carers. This then determines the support that is needed. If any support is to be provided, parent/carers are informed and a clear date for reviewing progress is set. SEN provision will be based on all information received, but initially through our own in school test data. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.

In class TA support will be allocated to pupils with a Statement of Special Educational Needs or an EHCP (Education, Health and Care Plans). Where there is any spare capacity for in class support, the SEN Support Frameworks will be used to decide where the in class support is allocated. A pupil's SEND will be recorded on SIMS.

Involving specialists

Where a pupil continues to make less than expected progress due to SEN, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process.

Education, Health and Care plans

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Where, despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHCP.

Provision Mapping

Provision maps will be used to track the progress of pupils where intervention is taking place. Provision maps will be used in the review part of the graduated approach to support the continuation or changing of any SEN support being given.

Admissions

The LA has overall responsibility for school admissions, and all applications should be made through them. We welcome visits from any parents thinking about applying for their child.

Access

The school has limited wheelchair accessibility. Under the SEN & Disability Act the school has produced a DES policy which has been adopted by the governing body.

Resources

The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher and SENCO. The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCO are met from the main school budget.

Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils with SEND. The Governors and Headteacher are responsible for the school's policy and approach to meeting pupils' special educational needs and disabilities.

The duties of the Governing Body are set out in Appendix 5.

Roles and Responsibilities

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENCO who keeps the Head and governing body fully informed, through the line management system. The responsibilities of the SENCO are set out in Appendix 6.

All teachers are teachers of pupils with SEN and they have a key role in ensuring that pupils needs are identified and met. They are responsible for the progress, development and attainment of all SEN pupils in their classes, including where pupils access support from teaching assistants or any other specialist staff. The responsibilities of the class teacher are set out in Appendix 7.

Teaching Assistants are a valuable part of the support for pupils with SEN. The role of the SEN teaching assistants is set out in Appendix 8.

Parental concerns regarding SEN

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with SENCO -
- If conflicts cannot be resolved the Headteacher should be involved who can refer you to the complaints policy if the matter remains unresolved.
- If there are still unresolved issues, contact may be made with Local Authority.
- At any point the parent may wish to contact the East Riding parent partnership organization for advice

SEN In-service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCO is aware of all relevant courses relating to SEND. All staff to have access to this information and the SENCO to advise as necessary. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this. All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Much of this training will be delivered in school, by specialist services working with particular pupils, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, Autistic Spectrum. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Involving Parents/Carers

Burton Pidsea Primary will ensure that all parents/carers are fully informed of any SEND their son/daughter may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling pupils and young people with SEND to achieve their potential. Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a pupil's needs.

We actively seek to work with parents and value the contribution they make. All parents of pupils with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEN framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations (informal or formal); Termly Support Plans and Annual Statement reviews.

Pupil Participation

All pupils are involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school listen to the views of the pupil.

For pupils with SEND, we aim to involve them in understanding his or her difficulties and what is needed to overcome them. We also encourage pupils with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEN are given the opportunity to contribute to their termly support plans. Communication aids such as video or tape may be used if necessary.

Links with External Agencies

The school has positive links with many outside agencies which support the learning and development of the pupils in our care.

East Riding of Yorkshire Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from Birth to 25 years across education, health and social care. The east riding's Local Offer is available on a link from the school's website or alternatively: www.eastridinglocaloffer.org.uk

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND Governor and the Headteacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

Appendix 1

SEN support Framework 2014-15 (Communication and Interaction)

Level	Possible Indicators	Possible Pupil Support	Staff
5	Statement or Education Health and Care Plan	As detailed in the statement or EHCP	SENCO Class teachers TA
4	<ul style="list-style-type: none"> Cannot understand spatial concepts (such as above, below) Cannot understand time concepts (such as today, yesterday) Cannot use pronouns (such as their) Moderate word finding difficulties Has a diagnosis of ASD Has difficulty functioning independently in the classroom Has difficulty in following instruction in a whole class situation Social interactions are often inappropriate Misjudges social situations Levels of anxiety may result in extreme behaviours 	<ul style="list-style-type: none"> Withdrawal intervention (minimum of 6 times a fortnight) Termly Support Plan Pupil Profile Provision Map In class support Social speaking group Possible request for Statutory Assessment 	SENCO Class teachers TAs Educational Psychologis † S+L
3	<ul style="list-style-type: none"> Some difficulties with social inference, which impairs the ability to form and maintain social relationships Cannot, or does not, follow a two-part instruction Mild word finding difficulties Diagnosis of ASD Difficulties with social interaction, communication and understanding which affect behaviour May be socially vulnerable or withdrawn May exhibit inflexibility or focus on own choice of activity Finds changes in routine difficult Struggles to follow instruction in a whole class situation 	<ul style="list-style-type: none"> Withdrawal intervention (minimum 4 times a fortnight) Provision Map In class support Access Arrangements Social speaking group 	SENCO Class teachers TAs S+L
2	<ul style="list-style-type: none"> Some difficulties with social inference Concentrates in well-structured lessons and follows teacher instructions Difficulties in the area of social relationships Struggles working as part of a group in some contexts 	<ul style="list-style-type: none"> Intervention once a week within class Access Arrangements 	Class teachers TAs
1 Monitoring level - pupil's not classed as SEN	<ul style="list-style-type: none"> Minor difficulties with social inference Generally concentrates in lessons and follows teacher instructions Speech that is sometimes difficult to understand May not have a diagnosis of ASD 	Support from class teachers using technique inclusive teaching strategies	Class teachers TAs

Appendix 2

SEN Support Framework 2014-15 (Cognition and Learning)

Level	Possible Indicators			Possible Pupil Support	Staff
5	Statement or Education Health and Care Plan			As detailed in the statement or EHCP	SENCO Class teachers TA
	Youngs reading SS	WRAT spelling SS	Youngs maths SS		
4	<70	<70	<70	<ul style="list-style-type: none"> • Withdrawal intervention (minimum of 6 times a fortnight) • Termly Support Plan • Pupil Profile • Provision Map • In class support • Possible request for Statutory Assessment 	SENCO Class teachers TAs Educational Psychologist
3	70-79	70-79	70-79	<ul style="list-style-type: none"> • Withdrawal intervention (minimum 4 times a fortnight) • Provision Map • In class support 	SENCO Class teachers TAs
2	80-85	80-85	80-85	<ul style="list-style-type: none"> • Intervention within class • Provision Map • In class support 	SENCO Class teachers TAs
1 Monitoring level - pupil's not classed as SEN	86-90	86-90	86-90	<ul style="list-style-type: none"> • In class support • Differentiated work • Quality first teaching 	Class teachers TAs

SEN Support Framework 2014-15 (Social Emotional and Mental Health)

APPENDIX 3

Level	Possible Indicators	Possible Pupil Support	Staff Involved
5	<ul style="list-style-type: none"> Statement or Education Health and Care Plan 	As detailed in the statement or EHCP	SENCO Class teachers TA EWO CAMH S EP
4	<ul style="list-style-type: none"> CP plan LAC CAMHS Tier 3 Persistent Absentee School refusal Off target in reading, writing and maths 	<ul style="list-style-type: none"> Provision Map Termly Support Plan Pupil Profile Attendance monitoring Offer of lunch club CAF/CP Plan Counsellor Mentoring Social Skills work 	SLT SENC O EWO TA CAMH S EP Social Care Class
3	<ul style="list-style-type: none"> LAC CiN CAMHS Tier 2 Persistent Absentee School refusal Off target in reading, writing and maths 	<ul style="list-style-type: none"> Provision Map Attendance monitoring CAF/CiN plan Mentoring Social Skills work 	SENCO EWO TA CAMH S EP Social Care Class
2	<ul style="list-style-type: none"> Persistent Absentee Disengagement with learning Off target in 2 subjects (Reading, writing, maths) 	<ul style="list-style-type: none"> Provision Map Attendance monitoring 	EW O TA Class teacher
1 – monitoring level. Pupils not classified as	<ul style="list-style-type: none"> Lack of homework Significant broken attendance weeks Disengagement with learning Off target in one subject (Reading, writing and maths) LAC 	<ul style="list-style-type: none"> Attendance monitoring Offer of homework support Support from class teacher using inclusive teaching 	Class teacher TA

SEN Support Framework 2014-15 (Sensory and Physical) APPENDIX 4

Level	Possible Indicators	Possible Pupil Support	Staff
5	Statement or Education Health and Care Plan	As detailed in the statement or EHCP	SENCO Class teachers TA ISS Specialist TA
4	<ul style="list-style-type: none"> • Vision/Hearing is deteriorating • Restricted visual field • Distance vision 6/36 or worse • Mobility is affected • Associated difficulties with communication and language 	<ul style="list-style-type: none"> • Personal Profile • Withdrawal intervention • Termly Support Plan • CWAN • Provision Map • In class support • Possible request for Statutory Assessment 	SENCO Intervention staff TAs Class teacher Educational Psychologist ISS Physios Occ health
3	<ul style="list-style-type: none"> • Registered as partially sighted • Distance vision worse than 6/18 • Spatial and perception difficulties • Coordination difficulties • Moderate to profound hearing loss (possible use of hearing aids) 	<ul style="list-style-type: none"> • Modified print size • Resources made available electronically • Termly support plan • Personal Profile • Provision Map • In class support • Access Arrangements • Building modifications • Audiological support equipment 	
2	<ul style="list-style-type: none"> • Frustration with work • Speed of reading and writing well below average • Mild hearing loss • Difficulty with attention and/or concentration • Requires significantly longer to perform tasks 	<ul style="list-style-type: none"> • Provision Map • Personal Profile • Termly support Plan • Access Arrangements 	SENCO TAs Class teachers
1 - monitoring level. Pupils not classed as SEN	<ul style="list-style-type: none"> • Visual difficulties that cannot be corrected by glasses • Gets tired easily • Mild hearing loss • Fatigue 	Support from class teachers using inclusive teaching strategies	Class teacher TA

APPENDIX 5**The Role of the Governing Body**

- Ensure that when the LA has informed the Headteacher that a pupil has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the pupil.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Ensure that parents are notified of a decision by the school that their son/daughter has SEND.
- Consult the LA and the governing bodies of other schools in the interest of a coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for pupils with special education needs.
- Ensure that a pupil with SEND joins in the activities of the school, together with other pupils so far as it reasonably practical and compatible with the efficient education of all pupils.

The Governors evaluate the success of the educational provision for pupils with Special Educational

Needs by:

- The appointment of Governor responsible for special educational needs.
- Regular SENCo and SEND Governor meetings.
- SEND Governor to be involved in the appointments of SEN staff when it is appropriate.
- SEND Governor visits to monitor provision.
- SEND Governor discussion with parents.
- SEND Governor discussion with pupils.
- SEND Governor liaison with the SENCo to produce and present the annual report to parents.

The SEND Governor is responsible for reporting to the main governing body regarding SEN issues.

APPENDIX 6**The responsibility of the SENCO**

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Liaising with the Designated Teacher where Looked After Child has SEN.
- Advising on the Graduated Approach.
- Liaising with and advising fellow teachers.
- Advising on deployment of the schools notional delegated budget.
- Managing teaching assistants who provide intervention for SEND pupils
- Overseeing the records of all pupils with special educational needs.
- Liaising with parents or pupils with specific educational needs.
- Contributing to the in-service training of staff.
- Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010).
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

APPENDIX 7

The Responsibilities of the Class Teacher

- Inform or seek advice from SENCo when necessary.
- Gather information and make formal assessment about the pupil.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the pupil's needs within his/her normal classroom work through differentiation.
- Recording strategies/actions used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and termly support plans for pupils with SEN in conjunction with the SENCo, parent and pupil.

APPENDIX 8**The role of the teaching assistants is:**

- To support the provision of SEN within the school.
- To follow programmes set by class teacher/SENCo/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.
- To help and assist pupils with SEN, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.