

Willerby Carr Lane

Primary School



Special Educational Needs Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
Date approved	14.06.2021
Effective date	14.06.2021
Next review date	Summer 2023
Version Control	The most up to date version of this document is held on the school's intranet

Aims

This policy for SEN makes clear the school's procedure and practice for assessing and meeting the needs of those children who have learning difficulties at Willerby Carr Lane Primary School. It was developed to fulfil the requirements of the Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

We aim for all children with SEN to receive special provision and support as appropriate to enable them to maximise their potential in fulfilling the general aims of the school:

- To give SEN children a broad, balanced curriculum ensuring their entitlement
- All pupils to be registered with a mainstream class and to integrate socially and functionally as appropriate to their abilities and needs
- To ensure access through matching the child's needs/abilities with an appropriate curriculum
- To discriminate positively for pupils with special needs having due regard for equality of opportunity
- To make the needs of children with learning difficulties a shared responsibility of staff ensuring an awareness of specific problems
- To have due regard for the SEND Code of Practice 2014
- To keep the early identification of special needs a school priority
- To promote meaningful and regular contact between school staff, parents, governors and outside agencies.

Objectives

- To identify children's needs early and accurately and to put in appropriate provision as soon as possible.
- To 'close the gap' between children with SEN and their peers and to support all children to meet their full potential.
- To promote confidence, a positive attitude and success for pupils with special needs.
- To promote positive attitudes towards pupils with special needs.
- To follow the principles of the Graduated Approach: Assess – Plan – Do - Review.
- To ensure that class teachers retain prime responsibility for meeting children's needs.
- To ensure that parents and children are fully involved from the earliest stage in working together with the school to identify and meet the child's needs.
- To differentiate appropriately for pupils with SEN through:
 - Quality first teaching
 - A graduated approach to provision (assess-plan-do-review)
 - Additional teaching support
 - The most efficient utilisation of TA time.
 - Additional resources and materials including ICT
 - Support from our specialist inclusion team
 - Support from our school counsellor/ Parent Liaison Officer
 - Support from external agencies

- To ensure that interventions are planned systematically and monitored for effectiveness and reviewed as appropriate.
- To work with the Governing Body to fulfil their statutory monitoring role.

Admissions Arrangements

All pupils regardless of age, ability and SEND are admitted in accordance with the Local Authority's admission policy.

Building Adaptation and Special Facilities

All areas of the school are accessible to wheelchair users and there are two disabled toilets. The school hall is equipped with a hearing loop for the hearing impaired. A disabled car parking bay is designated within the school car park. The whole school has been subject to a Visual Impairment audit and all recommendations actioned. We are always happy to discuss any individual requirements.

A Graduated Approach

The school follows a 3-stage graduated approach:

Step 1 – Quality First Teaching

All children must receive quality first teaching. Class teachers must provide appropriate and effective differentiation, scaffolding, reinforcement and support. Children's progress should be monitored carefully by class teachers through their on-going assessments and the use of standardised tests (e.g. PIRA, PUMA, GAPS or other half termly/termly summative assessments)

Step 2 – Further intervention

Where teachers or parents are concerned that a child's progress continues to be slow in relation to age-related expectations, class teachers should liaise with the Intervention Lead to decide if additional support is required. If this is the case, then a 6-8 week intervention programme, directed by the Intervention Team, will be used to assist the child's learning. The intervention will be based on a small steps programme and a clear record will be kept of the progress made towards meeting their objectives.

Teachers will liaise with parents to ensure coordinated home-school efforts to address the child's needs. The teacher will continue with quality first teaching and integrate elements of their small steps programme into their everyday teaching as appropriate.

Where there remain concerns over a child's progress, the teacher will take steps to identify their needs and specify their individual learning objectives. They may seek advice from the Inclusion team to do so.

They will draw a graduated approach plan which specifies the highest priority objectives (usually up to 3) for the 6-8 weeks ahead, associated actions and small steps programme. The plan and small steps programme will be continually updated to record the child's progress towards meeting their objectives. Teachers will liaise with parents to ensure coordinated home-school efforts to address the child's needs. The teacher will continue with quality first teaching which integrates the elements of the plan into their everyday teaching as well as providing further opportunities to work towards their objectives at different times of the day as well as at home.

Step 3 - SEN Support

Where, after concerted efforts outlined above, the teacher is still concerned that the child is not making sufficient progress and 'closing the gap', they will seek further advice and support from the SENCo. They will consider the record of progress of the graduated approach used to date and may advise on adjustments or they may move the child on to an SEN support plan.

If they are moved to an SEN support plan, parents will be invited in to discuss with the class teacher the planning for the next stages of support. The Inclusion team may be involved in this meeting. A written confirmation of the agreed SEN support plan and summary of approach will then be sent to parents. Extra resource will be provided by the SEN team on an intensive basis with regular review. Throughout, the teacher will always retain responsibility for meeting the child's needs.

Education and Health Care Plans

Where the SENCO deems a child's SEND warrants further support, they will liaise with parents and classteacher to refer the child to the Local Authority for provision of an Education and Health Care Plan. Existing Statements will remain in place until the LA switches them to EHC plans according to their published timetable. Statements are reviewed annually.

Identification of Pupils with SEN

It is the responsibility of the Class Teacher to ensure that the needs of all children are well catered for. Early identification of children with learning difficulties ensures that they can be given extra help and their progress closely monitored.

Appropriate screening will be carried out using the following tests:

- Youngs Group Reading
- Youngs Group Maths
- Spar Spelling
- Harcourt Assessment - Dyslexia Screening Test

This is complimented by:

- Attention to records from feeder schools and/or previous year group

- Parental information
- Reports from medical and external agencies
- Information gathered within the EYFS including the baseline assessment
- Phonics testing
- Standardised Assessment Tests
- Ongoing class-based assessments
- Whole school tracking
- Progress Review Meetings
- Graduated Approach and Small Steps Programmes
- SEN Support Plans and Small Steps Programmes

Provision for Pupils with SEN

To achieve success

- all children are provided with quality first teaching
- work is differentiated and suitably presented to meet specific learning requirements
- support and differentiated work programmes are built into the teachers' daily planning
- extra support is available from the Intervention/SEN team
- highly structured learning programmes are delivered in accordance with need
- children may be taught in smaller groups or have individual tuition to match the task, content and pace to their individual requirements
- the school follows the East Riding procedure for referrals
- children with Education Health Care plans are fully integrated into the life of the school and have as much access to the NC and EYFS curriculum as their learning difficulties allow
- all staff concerned with any EHCP child are made fully aware of all the implications of the EHC plan
- an Annual review will be carried out with the approved Agencies in consultation with the parents

Access to the National Curriculum and EYFS curriculum

Every child has access to the NC and every effort is made to prevent them missing any part of it. The curriculum is differentiated to ensure equal access. If disapplication or modification is sought this is carried out in accordance with the Code of Practice.

Allocation of Resources

A specific amount of money is set aside in the school's budget for SEN provision. This allows the purchase of extra resources, supports the cost of teaching staff and of administration.

Inclusion

Although pupils may be withdrawn for group or individual teaching, much of their tailored work will be undertaken in the classroom under the supervision of their Class Teacher.

Criteria for Evaluating the Success of the SEN Policy

- That children with SEN make 'better than expected' progress
- That children with SEN 'close the gap' with their peers
- That parents of and children with SEN are happy with the provision and partnership working
- That all children with SEN have received appropriate support to enable them to maximise their potential
- That the SEN Budget is monitored to ensure value for money

Monitoring the SEN Policy

A termly SEN report will be included in the Headteachers Report to Governors for consideration at the full Governing Body Meeting. The SENCO and Governor with responsibility for SEN will monitor the implementation of the Policy.

Professional Development

The SENCO, Inclusion manager, Teachers and Teaching Assistants will attend any relevant training where appropriate. Staff INSET will be provided by the SENCO alongside outside Agencies as and when necessary. SEN will be raised as and when necessary at full staff meetings.

External Support Agencies and Special Schools

The school will seek the advice of any support services or special schools which may be able to offer help regarding the needs of individual children. Links will also be developed with Social Services, Medical and Voluntary Organisations. Funding will be allocated to enable staff to attend review meetings and case conferences whenever necessary in line with safeguarding legislation.

The Designated Safeguarding Lead and Deputy Safeguarding Lead assume overall responsibility for safeguarding children within the school.

Transfer of Pupils

Many strategies are in place to ensure children's transitions are as smooth as possible.

On entry to school, pupils who have needs identified by their pre-school setting or have had their medical needs identified before starting school, are offered extra visits to help them to settle into their new surroundings before starting school.

On these visits pupils, are usually accompanied by a parent or pre-school key worker so that they have a familiar person with them. Having extra visits also allows us to better plan for any adaptations that we may need to make to meet the child's needs.

When children leave school, discussions are held between the current class teacher and the receiving school to ensure the child's needs are understood. Children will attend a transition day in their new school and additional days are arranged for children who need a little more time. Secondary school staff visit children in school to talk about what to expect and answer any questions they may have. Where a pupil has more specialist needs a meeting will be arranged with parents, the SENCO, the secondary school SENCO and the current class teacher.

Role of the SEN Co-ordinator and Inclusion manager

The SENCO/ Inclusion manager shall be responsible for the following aspects of support and advice on special needs children with the school:

- To give advice and guidance to colleagues about supporting SEN in the classroom
- To assist the staff in the identification of children with learning difficulties and SEN
- To support and assist with the production of support plans and small steps programmes
- To arrange staff training where necessary
- To liaise with outside agencies
- To support the teacher in their liaison with parents offering advice, guidance and support
- To ensure that there are sufficient resources in school for the children with SEN
- To co-ordinate a regular review and evaluation of the school's SEN strategies

Responsibilities

Special Needs Co-ordinator	Mrs Turnbull
Governor with SEN responsibility	Mr Allan