



Dishforth Airfield Primary School

Policy for special educational needs and disabilities (SEND)

Revised: July 2017

Agreed by governors July 2017

Review date July 2018

This policy is in line with the final draft Code of Practice September 2014

Abbreviations used

ASS	Autism Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
FOW	Family Outreach Worker
CAN-do	Comprehensive Assessment of Need tool
EHCP	Education Health Care Plan
SPA	Single Point Access
IPM	Individual Provision Map

(6.1 final draft CoP) 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

At Dishforth Airfield Primary we believe in promoting the individual child, within a happy, secure environment where children and staff feel valued and respect each other. We aim to ensure each child respects and is responsible for themselves and others; develop a sense of pride and self-esteem in each child and instil confidence so that they may become independent learners and active global citizens; promote high standards in both academic achievement and behaviour and forge close links and develop co-operation with parents, Governors, the local, national and global community.

Objectives of the policy

All staff are required to adhere to the policy on how it can meet the needs of pupils with a wide range of SEND.

All staff will share responsibility for all pupils in the context of whole school provision and the SEN code of Practice 2014.

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- 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
- All stakeholders of the school will anticipate and plan for the entry of any new pupil, ensuring that the learning environment and other facilities are as accessible as possible.

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.

The School's Commitment to Equality and Diversity

All students are equally valued.

The school intends that:

- All pupils are included as fully as possible into the educational and social life of the school.
- A range of support strategies are employed. Support is targeted at developing independence (**see IPMs**).
- School tries to remove all barriers to attendance and punctuality (**see Behaviour and Attendance policy**).
- Inclusion strategies extend beyond SEND to include looked after children, gifted and talented, refugee children, victims of bullying, travellers and young carers.

We will achieve this in the following ways:

- Students will only be withdrawn from learning with their peers for specific educational or social purposes.
- All staff will offer personalised approaches and Quality First Teaching.
- All pupils will be encouraged to join in extracurricular activities.
- LA services will be fully utilised.

This will be monitored using these indicators:

- Discussion with parents and pupils.
- Reviewing level of participation by vulnerable groups.
- Publicly acknowledging different types of success.
- Data on attendance.
- Targeted use of outside agencies.
- Inclusion Quality Mark

Procedures

There should be a flexible continuum of provision for pupils with SEN. A Graduated Approach will be used: Assess, Plan, Do, Review.

Universal Provision:

Differentiation through Quality first Teaching to challenge and support all learners.

Step 1:

Any child falling behind in age-related expectations may be identified as requiring support by parental/class teacher/progress data concern. They will be identified as Concern Noted and recorded on the school Support List.

Step 2:

Additional support in the form of Catch-up Intervention may be given to allow children accelerated learning opportunities to close the gap between current and age-related expectations. Class teachers will continue to be required to set and review targets in termly IPMs. Parents will be informed but children will not be put on the school SEN register.

Step 3:

Where a child continues to make inadequate progress towards meeting age-related expectations despite high quality teaching and catch –up support, the SENCO will liaise with the parents, child and class teacher to assess whether the child has a significant learning difficulty. Where necessary and appropriate, assessment may be made using the CAN-do proforma. Using this assessment tool, an agreement can be made about the child's strengths and appropriate support required. The child will then be placed on the SEN register. Class teachers will continue to be required to set and review targets in termly IEPs.

Step 4:

If school considers a request for an Education Health Care Plan is required, the CAN-do profile will be submitted to provide evidence to support the request.

Roles and Responsibilities

Headteacher has the overall responsibility for the provision and progress of learners with SEND.

Governors have the statutory corporate responsibility of ensuring that necessary provision is made for pupils with SEND. Therefore they should have full access to the information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

The school intends that:

- The SEND policy will be available and regularly reviewed.
- The school's provision maps will reflect the current profile of the school's population.
- All school's policies will be anticipatory in nature so that the school is ready to admit pupils with a range of needs.
- Governors will be welcome and be encouraged to take part in the life of the school.
- Governors will be supported in their monitoring role.

We will achieve this in the following ways:

- Review the SEND policy on a rolling programme.
- Use of audit tools like the Inclusion Quality Mark (IQM).
- Include governors in the initiatives above.
- Keep up to date with training and new initiatives and research on SEND.
- Keep paperwork up to date and readily available in school.

This will be monitored using these indicators:

- Governor minutes of meetings and feedback from monitoring visits
- Complaints re: SEND
- Termly SEND report from SENCO
- Inclusion Quality Mark

Class Teachers have responsibility for the provision and progress of learners with SEND in their class.

Class Teachers are required to:

- hold termly Learning Conversations with parents to review targets and establish parental voice in desired outcomes for next steps
- identify areas for concern and contribute to the completion of Individual Provision Maps (IPMS)
- ensure that day-to-day provision to meet IPM targets is implemented and strategies are used to ensure quality first teaching (QfT).
- regularly communicate with teaching assistants, the SENCo, parents and pupils in order to review the IPM and to ensure good progress.
- share and review IPMs with parents before the end of a term, so that new IPMs may be written and signed by parents and SENCo within the first two weeks of a new term (or sooner where necessary and/or appropriate).
- write individualised child friendly Target Mats in line with IPMs where necessary and appropriate.

SENCO is required to:

- support class teachers in Learning Conversations with parents
- maintain an up to date list of children requiring additional and different provision because of their SEND
- reflect any mobility and share this information with Headteacher and Governors and SEND Governor through termly updates.
- Children will be identified as Concern Noted (Step 1), Referral, Catch-up Intervention (Step 2), Highly Personalised SEN support (Step 3), EHCP/Statement (Step 4).
- make referrals through SPA (Single Point Access) and effectively communicate with all outside agencies who may be available to support these learners
- support parents in multi agency dialogue where necessary/appropriate
- support class teacher in parent/pupil liaison, making notes from meetings where necessary and appropriate.
- oversee IPM targets/reviews
- prepare Inclusion Passports where necessary and appropriate
- prepare CAN-do assessment tool with parents, child and class teacher to support Education Health Care Plan (EHCP) request where necessary/appropriate
- Use the CAN-do profile to assess need, plan support, implement support, and review annually
- timetable and allocate resources, and ensure the planned interventions are monitored and evaluated termly through scrutiny of records of intervention.
- monitor provision through lesson observation/intervention observation as part of the annual monitoring cycle.
- prepare for and chair annual reviews as required under the current CoP 2014
- lead in developing staff training regarding SEND.
- monitor SEND provision in line with IQM.
- complete the Part 7 return where necessary and appropriate
- be appropriately qualified and have the skills required to meet statutory duties

This will be monitored using these indicators:

- Pupil tracking
- Review and evaluation of interventions, CAN-do profiles
- Consultations with parents and pupils
- Annual Reviews

- Records of support services involvement

Provision for SEN

Parent and Pupil Involvement and Engagement

The CoP 2014 focuses on outcomes rather than need objectives. Parents and children should be involved as partners.

The school intends that:

- Parents' knowledge and views are utilised as fully as possible in assessing and meeting the learning needs of their child.
- There will be ongoing consultation with pupils and their parents and their views will be respected and valued.
- Parent's input will be encouraged in supporting their child's learning at home
- Systems will be in place, which enables all learners to talk about learning from their point of view.
- Parents know how to make a complaint if necessary
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired

We will achieve this in the following ways:

- Parents and child will liaise with SENCO to complete the CAN-do assessment.
- Parents will be encouraged to set long term desired outcomes for their child.
- There will be an 'open door' policy for parents, with the opportunity to make a further appointment for more detailed discussions.
- Access to a Family Outreach Worker (FOW).
- Access to the Parent Partnership Service (PPS).
- Full engagement of parents in annual reviews.
- Teaching Assistants trained to ensure all pupils, regardless of their communication needs, can make their views known.
- The complaints procedure is transparent and easily available to parents.
- School uses the local authority's Local Offer to inform the school offer. This is Dishforth Airfield Primary SEN Information Report and is published on the school website.
- School website links to North Yorkshire Local Offer on SEND.

This will be monitored using these indicators:

- Regular contact with whole families
- Parent, pupil voice at annual review
- Involvement of parents in policy review
- % attendance at annual reviews and parents evenings
- Parent Forum
- Parent View on school website
- Pupil feedback through a range of mediums
- Complaints

6.79 final draft CoP 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.

Whole school approaches

All pupils are entitled to a broad and balanced curriculum, which is personalised to allow each pupil to make maximum progress. Teaching and learning will be sensitive to the needs of all learners and recognise different routes to achievement.

The school intends that:

- All teachers will differentiate within all planning
- Appropriate support will be available for students, including adaptations to the environment.
- The curriculum will reflect the needs of the current school community and will contribute to community cohesion - differentiated schemes of work, changes to the curriculum over time, themed curriculum reflecting the distinctiveness of the school.
- The curriculum will be planned to promote independence.
- Appropriate support will be provided to support pupils to access assessment and examinations.

We will achieve this in the following ways:

- The SENCO/ Headteacher will offer advice on differentiation and strategies for meeting needs and preparing differentiated materials.
- The SENCO will work with Headteacher to request access arrangements for tests
- Class Teachers contribute to the completion of whole school provision maps
- Provision maps are integral in the IPMs so that staff, pupils and parents know what reasonable

- adjustments are available
- All staff have appropriate access to up to date information about pupils with additional needs
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities

This will be monitored using these indicators:

- Pupils' work
- Attainment and progress shown by tracking
- Analysis of support to individual pupils through Records of Intervention
- Planning scrutiny
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams

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, ASS 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.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community

Specialist SEND provision

- SENCO will work with other local schools to share best practice where necessary/appropriate

Assessment and Tracking

Early and accurate identification of learners needs is essential.

The school intends that:

- Assessments are accurate and consistent across school
- Assessments are moderated internally and with other professionals beyond the school.
- Tracking identifies under achieving and under attaining pupils.
- Identified pupils receive timely intervention
- Pupils are involved actively in assessing their own progress and knowing what are the next steps to achievement.

We will achieve this in the following ways:

- Effective transition arrangements

- Termly teaching assessment
- Use of APP materials throughout school
- Regular internal and cluster moderation meetings
- Expertise in the use of P scales and PIVATS
- Statutory testing as appropriate
- Termly pupil progress meetings

This will be monitored using these indicators:

- Analysis of test results
- Analysis of progress data
- Analysis of teacher assessments
- Analysis of progress of all vulnerable groups
- Reducing numbers of pupils at Concern Noted, on Support List, on SEN register, with EHCP/statements
- Monitoring and evaluation of interventions
- Inclusion Quality Mark evidence
- Termly analysis of support to individual pupils to prioritise and implement interventions

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.

The school intends that additional, focused monitoring will take place to ensure good life outcomes for this vulnerable group.

We will achieve this in the following ways:

- Provision for pupils with SEND is reflected throughout school self-evaluation
- 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 (e.g. Part 7)
- 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
- Planning scrutiny
- Exam/test arrangements
- 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

This will be monitored using these indicators:

- Appointing an SEN governor who is a champion for pupils with SEND
- Governors monitor data with respect to vulnerable groups
- Governors challenge the leadership through informed questioning
- Undertake learning walks in school with a focus on SEND

- Meet with parents and pupils
- Ensure there is appropriate continuing professional development taking place for all staff with regard to SEND

Continuing Professional Learning for all Staff

All staff should be aware of the differing needs of the pupils they teach.

The school intends that:

- Staff will be provided with appropriate training in line with the school's priorities.
- Staff will receive regular updates on SEND legislation and policy
- Staff will be made aware of the learning needs of the current school population, so that staff can respond positively to diversity
- The training budget for staff is transparent

We will achieve this in the following ways:

- Having available a transparent training budget.
- Reflecting provision for SEND throughout the school self-evaluation form (SEF)
- Using training materials (e.g. Inclusion Development Programme, IDP) to provide in-school training in SEND.
- Working to maintain and further develop the Dyslexia Quality Mark (DQM)

This will be monitored using these indicators:

- Course attendance and dissemination to all staff
- Tracking of pupil progress to indicate impact of the training
- Classroom observations
- Pupil feedback
- Performance Management
- Inclusion Quality Mark

Monitoring & Review

As a school we have received the Dyslexia Quality Mark at the highest level in October 2013 and Inclusion Quality Mark at the highest level May 2013.