

Dishforth Airfield Primary School

Special Educational Needs Policy

Revised October 2021 and Reviewed November 2022



We believe in promoting the individual child, within a happy, secure environment where children and staff feel valued and respect each other.

We aim for:

- A sense of pride and self-esteem in each child, developing confidence as independent learners.
- High standards in both academic achievement and behaviour.
- Close co-operation with parents, Governors, the local, national and global community.

In the context of Special Educational Needs and Disability, our aims are...

- To ensure that all children's learning needs are identified
- To support children to enable them to work independently and consistently
- To ensure that all staff are fully trained and equipped to meet the needs of every child
- To monitor regularly the effectiveness of interventions

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or,
- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

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.

The government is reforming the system for supporting children and young people with special educational needs or disability (SEND) in England. Changes have been made to SEND Code of Practice (2001) and as of September 2014 the new Code of Practice came into force.

Further details about these reforms and about the SEND Code of Practice can be found on the Department of Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs or Disability, for those children with the most complex needs have now been replaced with a new Educational, Health and Care plan (EHCP). For further information you can visit the education page on the county council website : www.northyorks.gov.uk

Roles and Responsibilities

The **Head Teacher**, Mrs J Lyon, has responsibility for the day to day management of all aspects of the school's work, including provision for the children with SEND. The Head Teacher meets with the school SENCo to oversee provision and discuss current issues. In the Head Teacher's report to Governors, SEND issues will be raised, providing opportunities for discussion.

The **Governing Body and the SEN Governor**, in co-operation with the Head Teacher determines the school's general policy and approach to provision for all the children and maintains a general overview of the school's work. The SEND governor has a remit to be a critical friend to the school.

The school **SENCo**, Mrs C Kestell, is responsible for the day to day coordination and implementation of the SEND policy. The SENCo will be supported by

- All teaching staff
- TAs who work with pupil sin small groups or on an individual basis.
- Outside Agencies and Professionals

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils being more prone to peer group isolation than other pupils;
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including; personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

Identification of Pupil Needs

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by the Class Teacher in order to gauge their level of learning and any possible difficulties.
- The child's Class Teacher will take steps to provide differentiated learning opportunities that will assist the child's progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through following this process it will be determined which level of provision the child will need. A child who has recently been removed from the SEND register will also be monitored in this way to ensure they continue to make progress.
- Parents will be fully informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school to support the process of information gathering.
- The child will be recognised as being under observation by the school due to parent or teacher concern but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or at parent's evenings.

Access to the Curriculum, information and associated services

All pupils at Dishforth Airfield Primary School have access to a broad and balanced inclusive curriculum to ensure best progress for all our pupils. The Head Teacher and Senior Leadership Team ensure that the curriculum allows for inclusivity, including learning outside the classroom.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

Regular training and learning opportunities for all staff on the subject of SEND and SEND teaching are provided in a school and via the EMS to ensure up to date support for all pupils. The School SENCo attend regular SENCo Network meetings to ensure up to date awareness across all areas of SEND.

SEND Support

Where it is determined that a pupil does have a Special Educational Need or Disability, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided can be described as a 4 part process.

- a) Assess
- b) Plan
- c) Do
- d) Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted, taken seriously and compared with the school's information and assessment data on how the pupil is progressing.

This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developed and appropriate. Where external staff are already involved with a pupil, their work will provide a supplementary view. Where they are not involved they may be contacted by school, if this is deemed appropriate, following discussion and agreement with parents.

Plan

Planning will involve consultation between the teacher, the SENCo and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, to reinforce or assist with progress at home.

All those working with the pupil, including support staff will be informed of their individual needs and the support that is being provided. This will include teaching strategies and approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one to one teaching away from the main class environment. They will work closely with the teaching assistants and plan and assess the impact of support and interventions held away from the classroom setting.

The class teacher continues to further assess the pupil's strengths and weaknesses and the SENCo will be on hand to provide effective support and advice on an ongoing basis.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with the parents and the pupil.

Individual Provision Map (IPM)

Children with Special Educational Needs or Disability are provided with an Individual Provision Map. This document outlines specific targets for a child to work towards. These outline small steps to help achieve more long term goals. The targets set are SMART, i.e. Specific, Measureable, Relevant, Time related.

They will include details of any interventions the pupil has taken part in, current working levels and previous strategies which have been tried, both successful and those which were less so and should not be tried again. This Individual Provision Map is accessible to all those involved with the pupil and a valuable tool for new teachers when it comes to transition.

The Individual Provision Map is evaluated and reviewed termly to ensure relevant up to date information and data is available.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of informal discussion and through progress meetings with parents. Parents of children on the SEND register will be invited to meet with the Class Teacher termly to discuss the progress and provision for their child.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on the Inclusion Provision passport which is updated when the intervention is changed. These are updated by the Class Teacher and are monitored by the SENCo.

All interventions are monitored and evaluated termly by the SENCo and information is fed back to staff, parents and governors. This helps to identify which provision is most effective.

Referral for Outside Agencies

If a child has ongoing difficulties it may be useful, with parental consent, to access other professionals to support the child in school, there are several different routes depending on the child's needs. A referral to the Single Point of Access (IES) to access Enhanced Mainstream School (EMS) support. Referral to Speech and Language therapy (SALT) or to the Educational Psychology Service (EP). Once a referral has been made the service will spend time observing the child in school, offering advice and support to school staff, liaise with parents and provide written report and summaries.

Referral for an Education, Health and Care Plan (EHCP)

If a child has a lifelong or significant difficulty they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child is such that a multi-agency approach to assessing need and identifying provision is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Care professionals

Information will be gathered relating to the current provision provided, any targets set and their progress towards those. A decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

If it is decided that a pupil's needs are not being met by the support which is ordinarily available from school then an EHCP will be provided by North Yorkshire County Council. The school and the child's parents will be involved in developing and producing the plan.

Once the EHCP has been completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually by all those involved with the child. The annual review enables provision to be evaluated and maintained at the appropriate level and with the appropriate focus, reducing or increasing the level of support as required.

Complaints Procedure

If a parent/ carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made to speak to the Head Teacher or SENCo in the first instance.

The School Complaints Policy and Procedure will be followed as appropriate. Further details are available on the school website.