



## LEYBURN COMMUNITY PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS



<b>Philosophy</b> The school believes that:	<b>Principles / Aims</b> The school intends that:	<b>Procedures / Guidelines</b> The staff will achieve this by:	<b>Performance / Monitoring</b> This will be monitored using these indicators:
<p>All children are equally valued and respected and school has high expectations for all.</p> <p>All children are entitled to a broad and balanced curriculum, which is personalised and focused on outcomes.</p> <p>All children will be encouraged to give their views on what learning is like for them.</p>	<p>All staff will ensure a child is included, by promoting the child's presence, participation and achievement and removing barriers to learning.</p> <p>All children are included in the educational and social life of the school; supported alongside their peers and encouraged to join extra-curricular activities.</p> <p>Inclusion strategies extend beyond SEND and include all Vulnerable groups e.g. medical conditions, Looked After Children (LAC) and English as an Additional Language (EAL).</p> <p>Positive attitudes towards learning and personal autonomy will be encouraged.</p> <p>Opportunities for children to make choices, be involved in their education and have their voice heard.</p> <p>A child's views, wishes and feelings will be listened to and respected.</p> <p>They will be encouraged to participate in decisions affecting their provision and support.</p>	<p>All staff will provide good quality first teaching and deliver lessons that are carefully and appropriately differentiated.</p> <p>Appropriate support and adaptations will be available to all children.</p> <p>Staff will be aware of a child's preferred learning style and offer a multi-sensory approach to teaching and learning in order to meet the needs of all children.</p> <p>Praise to celebrate achievement not just attainment.</p> <p>Involve parents.</p> <p>Ensure a child's self-esteem is preserved and enhanced, only withdrawing a child for a specific intervention that cannot be undertaken within the classroom.</p> <p>Staff trained to ensure that all children, regardless of their communication difficulties, can make their views known.</p> <p>Regular communication between staff.</p>	<p>Overview of school provision map</p> <p>Child's work</p> <p>Pupil voice</p> <p>Review meetings</p> <p>Observations</p> <p>Accessibility Plan</p>
<p>All teachers are teachers of children with SEN and share the responsibility.</p>	<p>Teaching Assistants (TA) are part of the whole school approach to SEND; working in partnership with the Class</p>	<p><b><i>Role of the Class teacher: All staff to contribute to the schools provision map.</i></b></p>	<p>SEND file / intervention map</p> <p>Individual Provision Map (IPM)</p>

<p>Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.</p> <p>Staff will be given appropriate training to allow them to meet a wide range of needs.</p>	<p>Teacher (CT) &amp; SENCo, to deliver pupil progress and narrow gaps in performance.</p> <p>Less than expected progress, is progress that is: significantly slower than that of their peers starting from the same baseline.</p> <p>Fails to match or better the child's previous rate of progress.</p> <p>Fails to close the attainment gap between the child and their peers.</p> <p>Widens the attainment gap.</p>	<p><b><i>If a child is not making progress, despite differentiated learning opportunities then the CT will: Gather information about the child's starting point, the barriers to learning and the area of need.</i></b></p> <p><b><i>Evidence from the TA, other members of staff and talk to the child.</i></b></p> <p><b><i>Meet with parents.</i></b></p> <p><b><i>Plan a time limited intervention or different strategy.</i></b></p>	<p>Monitoring and Evaluations of interventions</p> <p>Parent and child views</p> <p>Differentiated planning</p> <p>Assemblies to celebrate success</p> <p>Training evaluations for CT's and TA's</p> <p>TA timetables</p>
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	<p>The CT will:</p> <p><b>Focus on outcomes for the child:</b> Be clear about the outcome wanted from any SEN support.</p> <p><b>Be responsible for meeting SEN and accountable for the progress and development of the child:</b> Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.</p> <p><b>Have high aspirations for every pupil:</b> Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.</p> <p><b>Involve parents and pupils in planning and reviewing progress:</b> Seek their views and provide regular updates on progress.</p> <p>Training will be offered as CPD; as a result of performance management</p>	<p><b><i>Review with parents.</i></b></p> <p><b><i>Discuss with SENCO/HT and consider putting the child on the SEND register.</i></b></p> <p><b><i>Inform parents that their child needs SEN support.</i></b></p> <p><b><i>Record the provision on an Individual Provision Map (IPM) or for children in the EYFS an Individual Learning Provision Plan (ILPP).</i></b></p> <p><b><i>The SEN provision will be reviewed with the parents every term and for some children this could be more frequently.</i></b></p> <p><b><i>SENCO /HT will offer advice on differentiation, strategies and appropriate interventions.</i></b></p>	

	or an area reflected in the SDP.		
<p>Early and accurate identification is essential</p> <p>There will be a flexible continuum of provision for pupils with SEND.</p> <p>SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.</p>	<p>Termly teacher assessments that are accurate, consistent and moderated across the school.</p> <p>Tracking that identifies under achieving and under attaining children.</p> <p>The primary SEN of the child identified.</p> <p>A graduated response that is centred around the child and engages with parents should be used: <b>Assess – Plan – Do – Review.</b></p> <p>Additional interventions will be implemented as necessary and be monitored and evaluated.</p> <p>Additional help may be sought from outside agencies.</p> <p>Transition arrangements will be personalised to support additional needs.</p> <p>Good access arrangements are made so that all pupils can demonstrate their full potential in tests.</p> <p><b>Role of the SENCO: is a strategic one working with the senior leadership to review and refresh the SEN policy and then with the classroom/subject teacher to review its practice ensuring every child with SEN gets the personalised support they need.</b></p> <p><b>The role involves:</b></p>	<p>Some children need ‘additional or different’ support from their peers; this is recognised as <b>SEN Support.</b></p> <p>It is crucial that the primary SEN is identified, under four broad areas of need: <b>Communication &amp; Interaction; Cognition &amp; Learning; Social, Emotional &amp; Mental Health; Sensory &amp; or Physical.</b></p> <p>The LA have developed a Comprehensive Assessment of Need tool (<b>CAN-DO</b>) which looks at areas of strength of the child to build on and areas of need that require intervention.</p> <p>School has a range of interventions to support the needs of most children.</p> <p>An intervention would be recorded on an IPM or ILPP.</p> <p>Some children may have an Inclusion Passport which is a summary of the type of support given; a child’s strengths and needs; strategies that help or do not help.</p> <p>The Inclusion passport will follow a child as they move to a new school and aid transition.</p> <p>Sometimes it is helpful for school to request additional specialist advice and support from an outside agency. The following professionals are available: Educational Psychologist (EP),</p>	<p>Discussions with child and parents</p> <p>Review level of participation by vulnerable groups.</p> <p>Target use of Outside agencies</p> <p>Reports from outside agencies Data on attendance</p> <p>Inclusion passport</p> <p>CAN-DO form</p> <p>Statements of SEN/EHCP</p>

	<ul style="list-style-type: none"> <li>• overseeing day-to-day operation of school's SEN policy;</li> <li>• coordinating provision for children with SEN;</li> <li>• liaising with designated teacher where a Looked After Child has SEN;</li> <li>• advising on graduated approach to SEN Support;</li> <li>• advising on use of delegated budget/ other resources;</li> <li>• liaising with parents of children with SEN;</li> <li>• links with other education settings and outside agencies;</li> <li>• liaising with potential next providers of education;</li> <li>• working with head teacher and Governing body on Equality Act;</li> <li>• ensuring that SEN records are up to date.</li> </ul> <p><b>Role of the Headteacher:</b></p> <p><b>Should take overall responsibility for the provision and progress of learners with SEND and implement the SEND policy in line with the new Code of Practice 0-25 2014</b></p> <ul style="list-style-type: none"> <li>• Ensure that the SENCO is able to influence strategic decisions about SEN.</li> </ul>	<p>Enhanced Mainstream School (EMS) for Specific learning difficulties (SpLD), EMS for Communication &amp; Interaction (C&amp;I), EMS for Social &amp; Emotional difficulties, Speech &amp; Language therapist (SLT), Occupational Therapist (OT), Physiotherapist, Autistic Outreach Services (formerly known as ASCOSS), Sensory, Physical &amp; Medical team, Educational Social Worker (ESW), Parents will always be consulted and involved in the provision which will provide the best outcomes for their child.</p> <p>The LA has produced a '<b>Local Offer</b>' which gives parents access to information on education, health, care, local groups and charities that support children, young people &amp; families with SEND.</p> <p>For a very small number of children who have severe or complex needs a request for an Education, Health &amp; Care Plan (<b>EHCP</b>) may be made if parents and professionals supporting a child feel that the child's needs cannot be met with the resources normally available to a mainstream school. The CAN-DO form should be used as part of this process. An EHC assessment does not always lead to an EHCP. This is a Statutory process with specific timescales to adhere to.</p> <p>For children who have a Statement of SEN; there has to be an <b>Annual Review</b>.</p> <p>There is a transition period where Statements will be</p>	
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<p>Parents should be fully involved as partners in their child's education. Children should be proactively encouraged to be involved in their learning and give their views.</p>	<p>Regular communication between Parents, CT and TA.</p> <p>Parents are given information about their child's provision and progress.</p> <p>Parents given clear routes to access support.</p> <p>Encourage active interest of the parents; their views and participation in decision making for their child.</p>	<p>'Open door' policy where parents can speak to staff before or after school.</p> <p>Can ask to see SENCO or HT.</p> <p>Review meetings every term with CT.</p> <p>Parent can arrange to meet a professional who is working with their child.</p> <p>Parents are asked to contribute to Annual Reviews for a child with a Statement or EHCP.</p> <p>Access to the Parent Partnership Co-ordinator, who can give impartial advice.</p> <p>Access to NYPACT – NY parent support group.</p>	<p>Parent feedback at reviews</p> <p>Governors talking to parents</p> <p>Parents questionnaires</p>

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<p>Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.</p>	<p><b>Role of the Governors:</b></p> <ul style="list-style-type: none"> <li>• Must have regard to the SEND Code of Practice 0 – 25 and should oversee the implementation of the reform and provide strategic support to the head teacher</li> <li>• Must ensure information is published on the school’s website about the implementation of the <b>SEND Policy</b>. Also publish the schools’ <b>SEN Information report</b> and link it to NY ‘<b>Local Offer</b>’.</li> <li>• Must ensure that there is a qualified teacher designated as SENCO.</li> <li>• Must ensure that arrangements are in place in school to support pupils at school with medical conditions.</li> <li>• Must also ensure information published about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans</li> </ul>	<p>The Governing Body will:</p> <p>Appoint an SEN governor who is a Committed to achieving outcomes for pupils with SEND.</p> <p>Monitor data with respect to vulnerable groups.</p> <p>Challenge the leadership through informed questioning.</p> <p>Undertake a Learning walk in school with a focus on SEND.</p> <p>Meeting with parents and pupils.</p> <p>Ensure there is appropriate continuing professional development taking place for all staff with regard to SEND.</p> <p>Hold the school to account for its use of SEN funding.</p>	<p>Access to information to enable monitoring, while protecting individual children with SEND privacy.</p> <p>School provision map</p> <p>SEND file / intervention map</p>

July 2015

Review Date: July 2016

**SEN Policy**  
**APPENDIX 1**

## **Policy for Special Educational Needs Disabilities Leyburn Community Primary School**

### **Rationale:**

The school's SEND Policy is based on the new SEND Code of Practice 0 – 25 years which gives statutory guidance relating to The Children and Families Act 2014, The Equalities Act 2010 and The SEN & Disability Regulations 2014.

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 Education (FE), Higher Education (HE) or training.

At Leyburn CP School we endeavour to make sure that a child with SEN receives the support they require to enable them to access the curriculum and make progress. The school will make reasonable adjustments for disabled children, to ensure Inclusion for all pupils and prevent them being placed at a disadvantage.

### **Definition of SEN**

A child has a SEN if they have a Learning difficulty which calls for SEN provision to be made for them.

A child has a Learning difficulty if they have a significantly greater difficulty in learning than the majority of their peers or have a disability which prevents or hinders them from accessing the Curriculum and making use of the educational facilities provided for children of the same age in a mainstream school.

Special educational provision means: for children of two or over, educational provision which is 'additional to', or 'different from', the usual provision made for children of their age in a mainstream school, for children under two years, educational provision of any kind.

A child has a Disability if he/she has a physical or mental impairment which has a long term and substantial adverse effect, on their ability to carry out daily routines.

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 are taught.

### **Statement of Inclusion**

Our school has:

- An inclusive ethos.
- A broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning or participation.
- High expectations and suitable targets for all children.

## SEN Policy APPENDIX 2

### **What are the triggers for intervention?**

The decision to place a child at *SEN Support*, is taken by the SENCO; when the Class teacher has shared his or her concerns with the Parent, under pinned by evidence about the child; who despite receiving differentiated learning opportunities:

- Has Cognitive difficulties such as; making little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness or shows signs of difficulty in developing Literacy or Maths skills, which result in poor attainment in some curriculum areas.
- Presents persistent Social, Emotional or Mental Health difficulties, which are not met by the provision in school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

### **What is adequate progress for children with SEN?**

Adequate progress is, progress which:

Closes the attainment gap between the child and their cohort and prevents the attainment gap growing wider.

Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.

Matches or betters the child's previous rate of progress.

Ensures access to the full curriculum.

Demonstrates an improvement in self- help, social or personal skills.

Demonstrates improvements in the child's behaviour.

Demonstrates that a higher level of independence is achieved.