



Policy For Special Educational Needs

Professionals who work with the fifth of children and young people who have a special educational need should strive to enable them to achieve at school and college, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community.

(Vision statement, SEND Code of Practice 2015)

Objectives of the policy

- To work within the guidelines set out in the SEND Code of Practice, 2015.
- To ensure there is a whole school approach to support any child who has a special educational need.
- To ensure that all staff see each child as unique and individual, valuing and celebrating every child's individual achievements not matter how great or small.
- Maintain and develop each child's want and need to be with and interact with all of their peers through mutual concern and respect for each other
- Promote self-confidence and a positive wellbeing in all children.
- To follow school procedures that ensures a graduated response, of 'assess, plan, do, review', in order to provide the correct level of support, whatever the level of need.
- For a range of SEND provision to be provided based on Quality First teaching and aspirational outcomes, using specifically identified interventions, good differentiation, specific intervention programmes and SMART Targets through individual programmes of support, outlined and targeted within their individual provision maps.
- Identified interventions are delivered with fidelity, using a pre and post assessment process to measure accelerated progress and ensure efficacy of the program – pupil voice and perception should be monitored using soft data as well as quotative and qualitative evidence.
- For quality SEND provision to be assured through provision management and individual provision mapping (IPM) procedures.
- To ensure all children are given the same opportunity to take part in all learning opportunities offered by the school.
- Provide a broad and balanced curriculum while also ensuring the development literacy,

numeracy and basic key skills.

- For a differentiated curriculum to be provided to ensure positive learning opportunities for all children whilst ensuring inclusivity.
- To assess all children's learning and monitor achievement to ensure all children make progress both academically and emotionally.
- To ensure early identification of children who need support that is 'additional to' or 'different from' a normal differentiated curriculum.
- Continue to develop and maintain positive relationships with parent/carers, SENCo, Head and should be available to support staff when having initial/difficult conversations.
- To be part of an effective multi-agency network in order to combine services around the needs of the children and their families.

Effective planning will help parents, children and young people express their needs, wishes and goals and should:

- focus on the child or young person as an individual, not their SEND label;
- be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon;
- highlight the child or young person's strengths and capacities
- identify and nurture the child/young persons interests and aspirations, providing them with the tools to achieve and dream now and for the future.
- adapt resources and support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach.

Philosophy

“If a child cannot learn in the way we teach, then we must teach in a way that the child can learn”

(Ignacio Estrada)

Yorkshire Endeavour Academy Trust believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the responsibility of **all** staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be tailored to the individual needs of learners and recognise all achievement
- Early and accurate identification of barriers to learning/ need is essential
- The provision for pupils with SEND will be fluid and continually adapted and reviewed
- SEND and high needs funding will be directed and pinpointed to ensure good progress of pupils with additional needs

- All school staff will be given appropriate training, as this arises, 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 and Trustees will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs and/or a Disability (SEND) 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. (CoP 2015)

Procedures

The Headteacher has the overall responsibility for the provision and progress of children with SEND. Responsibility for coordination of Inclusion and SEND provision and arrangements for coordinating Inclusion and SEND provision is as follows:

Role of the SENCO/ SEND Leadership:

- In line with the Code of Practice, 2015 the Head teacher has overall responsibility for managing the Special Educational Needs Policy.
- The SENCO, meets regularly with Head teacher and other Senior Leaders.
- The SENCO has day-to-day responsibility for operating the policy
- In consultation with class teachers and the SENCO, the TA's support children or groups of children throughout the school. Some of the TA's are assigned to pupils with a an Education, Health and Care Plan (EHCP). At all times, the primary focus of the TA's is to support the children to become independent learners. Timetables are flexible and dependent on the changing needs of the children and the school.
- Midday Supervisory assistants may also be involved in the care and welfare of children with special educational needs.
- All staff members respond sensitively and appropriately to all children in order to meet their individual needs
- Class teachers aim to use a range of teaching styles (auditory, visual, kinaesthetic...) in order to meet the learning styles of all children.

Through termly assessment and on-going teacher assessment/observations, class teachers will:

1. Ensure that the curriculum is suitably differentiated to allow all children the opportunity to access learning opportunities that are challenging and achievable at their level.
2. Identify children who are working above the year group expectations and those who are working below

In Liaison with the SEND Governor :

The SEND Governor role will monitor, challenge and support the SENCO as a critical friend (on at least a termly basis):

- Current numbers (**but not names**) of pupils on the SEND List who require additional/different provision and those with Statements/ Education, Health and Care Plans.
- Identification procedures for pupils with SEND
- Staffing arrangements for pupils with SEND
- Staff training
- Use of resources
- Ways that pupils with SEND are ensured access to the curriculum
- Provision being made for individuals
- Progress on any parts of the School Improvement Plan relating to SEND
- Progress with the implementation of the SEND policy
- Whether statutory reporting requirements are being met
- Liaison with external agencies and support services
- Links with special/mainstream schools

Progress data of SEND, pupil premium, forces children will be anonymised and discussed during termly standards meetings.

• Communication with parents

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is part of the continuous cycle of assessment and review.

Whole school approaches:

- All staff contribute to the creation and regular updating of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all. (This is done by the SENCo at AH)
- All staff have appropriate access to up to date information about pupils with additional needs. It is the role of the class teacher to share this information with all staff working with the children and that support staff feedback to the class teacher.
- The SENCo and other outside agencies will offer advice on differentiation, next steps and SMART targets to all staff which should be acted upon and implemented through quality first teaching.
- A graduated response ensures that pupils are supported alongside their peers whenever possible and that interventions are inclusive rather than exclusive wherever possible.
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets which are SMART and achievable, so children and parents see steps of success.

- Whole school provision maps should be familiar to all staff, regularly reviewed and updated and shared with pupils and parents at least termly.
- Regular meetings with staff, parents and pupils ensure that there are provision and strategy in place to meet individual need and enable the child to become an independent learner.
- The training budget for staff is transparent and negotiated with the Senior Leaders in line with identified needs from performance management and the whole school development plan. SEND continuing professional development (CPD) is constantly reviewed with Senior Leaders.
- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- Good access arrangements are made so that all pupils can demonstrate their full potential in SATs tests and assessments.

Yorkshire Endeavour Academy Trust uses the Local Authority's 'local offer' to inform the school of provision they must offer. This is published on each school website.

Pupil progress meetings will inform possible need for intervention for a child, all staff will be expected to attend and feed into these meetings.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help, support and advice will be sought appropriately from other professionals using central referral system.
- Dependent upon the individual need of each child, some pupils will have individualised provision maps (IPM's), behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker/ supporting adult.
- Reviews and regular conversations will be held termly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- Parent and child views will be added to the IPM's or/inclusion passports.
- TAs will be trained/supported so that they can encourage and support all SEND pupils to make their views known. These will be shared by children during Meetings, informing any following provision that is made.
- Transition arrangements will be personalised to support additional need and in partnership with the SENCo and pastoral staff from feeder secondary schools.
- The SENCo is a qualified teacher and holds the SENCo Accreditation Award or equivalent and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support and be encouraged to bring a supporter

to meetings if desired.

- The school will follow the latest statutory guidance, currently the SEND Code of Practice, 2015, Equality Act, 2010 and Children and Families Act, 2014.

Monitoring and evaluating performance:

‘All teachers are teachers of children with SEND’ (SEND CoP 2015)

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place.

This includes:

- Monitoring and evaluating of interventions, including their value for money
- Termly analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the graduated response and 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) criteria to support evaluation and implementation of inclusive practice
- Work scrutiny with selected pupil groups during SLT meetings to feed into both SEND and whole school monitoring.
- Focused monitoring by the SENCo, adviser, SEND governor and CEO
- Detailed discussions with families and pupils
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school, FFT data

The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

Formulated: September 2018

Approved by governors:

Review date: September 2019

*SEN information report

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 relate to provision set out in the local offer.

SEND Code of Practice, 2015: 6.79