



Policy for Special Educational Needs Disabilities BAWB Federation May 2019

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 or higher education or training.

The school will use its best endeavours to make sure that a child with SEN gets the support they need. The school will make reasonable adjustments for disabled children, to prevent them being put at a substantial disadvantage.

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 children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally 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 provision made generally for children of their age in a mainstream school. For children under two years, educational provision of any kind.

A child has and 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 normal day to day activities.

Bainbridge

headteacher@bainbridge.n-yorks.sch.uk
admin@bainbridge.n-yorks.sch.uk
01969 650336

Askrigg

headteacher@askrigg.n-yorks.sch.uk
admin@askrigg.n-yorks.sch.uk
01969 650331

West Burton

headteacher@westburton.n-yorks.sch.uk
admin@westburton.n-yorks.sch.uk
01969 663230

Philosophy The school believes that:	Principles / Aims The school intends that:	Procedures / Guidelines The staff will achieve this by:	Performance / Monitoring This will be monitored using these indicators:
<ul style="list-style-type: none"> All children are equally valued and respected and school has high expectations for all. All children are entitled to a broad and balanced curriculum, which is personalised and focused on outcomes. All children will be encouraged to give their views on what learning is like for them. 	<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, LAC, EAL.</p> <p>Positive attitudes towards learning and personal autonomy will be encouraged.</p> <p>Opportunity 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. 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 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: visual, auditory or kinesthetic.</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.</p> <p>Only withdrawing a child for a specific intervention.</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 meeting</p> <p>Observations</p> <p>Accessibility Plan</p>
<ul style="list-style-type: none"> All teachers, are teachers of children with SEN and share the responsibility. Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement. Staff will be given appropriate training to allow them to 	<p>TA's are part of the whole school approach to SEND; working in partnership with the CT & SENCo, to deliver pupil progress and narrow gaps in performance.</p> <p>Less than expected progress, is progress that is:</p> <p>significantly slower than that of their peers starting from the same baseline. Fails to match or better the child's previous rate of progress. Fails to close the attainment gap between the child and their peers. Widens the attainment gap</p>	<p>Role of the Class teacher: All staff to contribute to the school's provision map. 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. Evidence from the TA, other members of staff and talk to the child.</p>	<p>SEND file / intervention map</p> <p>Individual provision map</p> <p>Evaluation of interventions</p> <p>Parent and child views</p> <p>Differentiated planning</p> <p>Assemblies to celebrate success</p>

<p>meet a wide range of needs.</p>	<p>The CT will:</p> <p>Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.</p> <p>Be responsible for meeting SEN and accountable for the progress and development of the child: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.</p> <p>Have high aspirations for every pupils: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.</p> <p>Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress. Training will be offered as CPD; as a result of performance management or an area reflected in the SDP.</p>	<p>Meet with parents. Plan a time limited intervention or different strategy. Review with parents. Discuss with SENCO/HT and consider putting the child on the SEND file. Inform parents that their child needs SEN support. Record the provision on an Individual Provision Map (IPM) or for children in the EYFS an Individual Learning Provision Plan (ILPP). The SEN provision will be reviewed with the parents every term and for some children more frequently. SENCO /HT will offer advice on differentiation, strategies and appropriate interventions.</p>	<p>List of Training for CT's and TA's</p> <p>TA timetables</p>
<ul style="list-style-type: none"> • 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. 	<p>Termly teacher assessments that are accurate, consistent and moderated across the school and cluster.</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 centres round the child and engages with parents, should be used: Assess – Plan – Do – Review.</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 need.</p> <p>Good access arrangements are made so that all pupils can demonstrate their full potential in tests.</p> <p>Role of the SENCO:</p>	<p>Some children need 'additional or different' support from their peers; this is recognized as SEN Support. It is crucial that the primary SEN is identified, under four broad areas of need: Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health; Sensory & or Physical.</p> <p>School has a range of interventions to support the needs of most children. 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. The Inclusion passport will follow a child as they move to a new school and aid</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</p> <p>Data on attendance</p> <p>Inclusion passport</p> <p>EHCP</p> <p>SEN budget – Element 2, notional SEN funding and Element 3 'top up' funding for a child with a Statement or EHCP.</p>

	<p>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 to ensure every child with SEN gets the personalised support that they need. The role involves:</p> <ul style="list-style-type: none"> • overseeing day-to-day operation of school's SEN policy; • coordinating provision for children with SEN; • liaising with designated teacher where a Looked after Child has SEN; • advising on graduated approach to SEN Support; • advising on use of delegated budget/ other resources; • liaising with parents of children with SEN; • links with other education settings and outside agencies; • liaising with potential next providers of education; • working with head and governors on Equality Act; and • ensuring that SEN records are up to date. <p>Role of the Headteacher: 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 for use from September 2014</p> <ul style="list-style-type: none"> • Ensure that the SENCO is able to influence strategic decisions about SEN. 	<p>transition. Sometimes it is helpful for school to request additional specialist advice and support from an outside agency. The following professionals are available through SPA (a single point of access) The Inclusive Education Service: Educational Psychologist (EP), Enhanced Mainstream School (EMS) for Communication & Interaction (C&I), EMS for Social & Emotional and Mental Health, Speech & Language therapist (SALT), Occupational Therapist (OT), Physiotherapist, Special Support Autism (SSA), Sensory, Physical & Medical team, YES (Your Education Support & Training – for specific learning difficulties/cognition and learning, provided via Richmond School), Educational Social Worker (ESW), The Prevention Service (a team of family outreach workers). Parents will always be consulted and involved in the provision which will provide the best outcomes for their child. The LA has gathered together a 'Local Offer' which gives parents access to information on education, health, care, local groups and charities that support children & families that have a child with SEND. For a very small number of children who have severe or complex needs a request for an Education, Health & Care Plan (EHCP) 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</p>	<p>SENCO reporting to Governors HT report to Governors LA analysis of information about the school Feedback from OFSTED</p>
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	<ul style="list-style-type: none"> • Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants). • Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year). • Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on the SEN register and any newly identified pupils with SEN. 	<p>school. An EHC assessment does not always lead to an EHCP. This is a Statutory process with timescales to adhere to. For children who have an EHCP there has to be an Annual Review.</p>	
<ul style="list-style-type: none"> • Parents will be fully involved as partners in their child's education. 	<p>Regular communication between Parents, CT and TA. Parents are given information about their child's provision and progress. Parents given clear routes to access support. 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. Can ask to see SENCO or HT. Review meetings every term with CT. Parent can arrange to meet a professional who is working with their child. Parents are asked to contribute to Annual Reviews for a child with a Statement or EHCP. Access to the PSA, when there are issues relating to home and family circumstances. Access to SENDIASS (SEND information, advice and support service – formerly Parent Partnership) who can give impartial advice. Access to NYPACT – NY parent support group.</p>	<p>Parent feedback at reviews Governors talking to parents Parents questionnaires</p>
<ul style="list-style-type: none"> • Governors should have access to information which will 	<p>Role of the Governors:</p> <ul style="list-style-type: none"> • Must have regard to the SEND Code 	<p>Appoint an SEN governor who is a champion for pupils with SEND.</p>	<p>Access to information to enable monitoring, while protecting</p>

<p>allow them to monitor and evaluate the effectiveness of the SEND policy.</p>	<p>of Practice 0 – 25 and should oversee the implementation of the reform and provide strategic support to the head teacher</p> <ul style="list-style-type: none"> • Must publish information on the school's website about the implementation of the SEND Policy. Also publish the schools' SEN Information report and link it to NY 'Local Offer'. • Must ensure that there is a qualified teacher designated as SENCO. • Must ensure that arrangements are in place in school to support pupils at school with medical conditions. • Must also publish information 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. 	<p>Monitor data with respect to vulnerable groups. Challenge the leadership through informed questioning. Undertake a Learning walk in school with a focus on SEND. Meeting with parents and pupils. Ensure there is appropriate continuing professional development taking place for all staff with regard to SEND. Holding the school to account for its use of SEN funding.</p>	<p>individual children with SEND privacy.</p> <p>School provision map</p> <p>SEND file / intervention map</p>
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Abbreviations:

SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
HT	Head Teacher
CT	Class Teacher
TA	Teaching Assistant
PSA	Parent Support Advisor
LAC	Looked After Children
EAL	English as an additional language
CPD	Continuing Professional Development
SDP	School Development Plan
IPM	Individual Provision Map
ILPP	Individual Learning Provision Plan
CAN-DO	Common Assessment of Need Document
EHCP	Education, Health & Care Plan
NYPACT	North Yorkshire Parents Action for Children Trust
IES	Inclusive Education Service