



'At Yealmpstone Farm Primary School we promote equality between all people recognising the Equality Act 2010'

## Special Educational Needs Policy

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- This policy was created by the school's SENCO in liaison with the SLT.

### Rationale

A pupil is defined as having Special Educational Needs (SEN) if he or she has a difficulty which requires special educational provision to be made for him or her. These pupils with SEN should have their needs addressed, via a broad and balanced education.

### Aims and Objectives

We, at Yealmpstone Farm Primary School, are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement, the Governing Body and Teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs.

We will identify and provide for pupils who have SEN and will work within the guidance provided in the SEND Code of Practice, 2014. The staff and governors at Yealmpstone Farm School are aware of the importance of identifying and providing for those pupils who have special educational needs; it is their right to have full access to the curriculum along with all other children.

The Head teacher, in conjunction with the SEN governor and SENCO, will report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school, together with pupils who do not have special educational needs, so far as it is reasonably practical and compatible with the pupil receiving the special educational provision, the efficient education of the other children in the school and the efficient use of resources.

## **Identifying Special Educational Needs**

The DFE Special Educational Needs and Disability Code of Practice (2014) defines SEN as

‘A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’

(SEN Code of Practice p.82)

This document categorises and describes four broad categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical difficulties.

These four broad areas give an overview of the range of needs that should be planned for. Children are considered to have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. At Yealmpstone Farm, the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. Behaviour, in line with the new code of practice, is no longer identified as a special educational need. At Yealmpstone Farm, we consider that concerns related to a child’s behaviour can be indicative of underlying causes and understand that these should be explored to respond to the child’s needs.

## **A graduated approach to SEN support**

At Yealmpstone Farm, a graduated approach of intervention, as laid out within the DFE Special Educational Needs Code of Practice, is used to identify and manage the support for children with special educational needs.

As stated within the SEN Code of Practice (2014), “high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less.” As a result, we ensure that Yealmpstone Farm School offers a differentiated curriculum so that all children should make progress. Children’s progress will also be discussed in pupil progress meetings so that children, who are not making expected progress, are identified early so that provision can be put in place to support them. When a child fails to make progress and shows signs of difficulty in one or more of the areas of need, then the school will consider whether additional support is required and whether they should be recorded on the SEN register under the SEN support category.

Our assessment and planning for children with SEN takes the form of a four part cycle: *assess, plan, do, review*.

## Assess

In identifying a child as needing SEN support, the class teacher, working with the SENCO, will establish a clear analysis of the pupil's needs. This will draw on a number of areas: teacher's assessment and experience of the child; information about the child's progress; attainment and behaviour; individual's development in comparison to their peers; the views and experience of parents and the child's own views (through a person centred planning approach).

## Plan

Once a child is identified as needing SEN support and an assessment of need has been carried out, an Individual Education Plan (IEP) will be drawn up by the class teacher in conjunction with the parents, child and with the support of the SENCO. There is a focus on the outcomes that the child, family and practitioners wish to achieve. This will help everyone to continually review and improve support so that the child makes good progress and has good outcomes. It may include health or social care provision which educates or trains a child if appropriate. If there is a higher level of need, the school may draw upon the support of external agencies and a referral will be made if felt appropriate. There are a range of support services available to help meet the educational needs of children which include:

- Education Psychologists
- Speech and Language Therapists
- CIT-Communication Interaction Team

## Do

Once a plan has been agreed, the school will then implement the provision documented in the IEP in a range of ways.

The variety of approaches at Yealmpstone Farm School include:

- Classroom organisation and management
- Coloured overlays
- Read Write Inc & Fresh Start phonics interventions
- Precision teaching
- Catch Up Literacy
- ELSA support
- Phonological awareness programmes
- In-class support by teacher/ teacher assistant
- Withdrawal for individual / small group work
- Home/ school reading schemes
- Self-esteem and confidence interventions
- Use of specialist equipment
- Alternative teaching strategies
- Pastoral Care Programme
- Agreed contracts with parents and pupils for promoting positive behaviour
- Outside agency involvement if appropriate

## Review

The targets set in the IEP will be assessed at least on a termly basis and then a new plan will be drawn up to reflect the child's progress and support now needed dependent on how effective the previous plan was in achieving the agreed outcomes. This graduated approach ensures that earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the

child in making good progress and securing good outcomes. The child is at the centre of this process and the child's views will be captured in a one page profile document which will be adapted as the child's needs and required support change.

If a multi agency response is required, then targets will be set on a 6 weekly basis through a TAM (Team Around Me) process which will include professional working with the child alongside parents and if appropriate the child themselves.

If, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school with the parents may consider it appropriate to consider requesting an Education, Health and Care needs assessment. An assessment for an EHC plan may be appropriate for a small minority of children who have such significant needs that the school considers that specialist assessment and interventions are required that it is unable to provide. EHCPs are reviewed annually.

## **Roles and responsibilities**

The schools 'Responsible Person' for SEN is Mrs Heidi Price, the Head teacher

The S.E.N. governor is Mrs Marilyn Atrill (Co-Opted Governor) who will ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The person co-ordinating the day-to-day provision of education for pupils with special educational needs is Miss Viki Allen (SENCo)

The SENCO and the Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and the Headteacher will identify areas for development in special educational needs and contribute to the school's development plan. The SENCO will also write, in liaison with the Headteacher and Senior Leadership Team (SLT) the schools SEN information report, the published information on the school website about how the school implements its policy for SEN. This report is the schools contribution to the Local Offer.

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupil with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and their curriculum material. All teachers hold responsibility for evidencing progress according to the outcomes described in IEPs and SEN support plans.

## **The Role of the Special Educational Needs Coordinator**

The SENCO must be a qualified teacher working at the school.

The SENCO must have achieved their National Award in Special Educational Needs Co-ordination within 3 years of appointment.

The SENCO is part of the school leadership team working to determine the strategic development of SEN policy and provision in the school.

To take the lead in policy development

To support colleagues in the development of their Individual Educational Plans.

To take charge of resources.

To keep colleagues up to date with any developments.

To liaise with outside agencies

To work with teachers to review the progress for children with Education Health and Care Plans.

To attend each terms SENCO briefing

## **Staff Development**

In-service training needs, related to special educational needs, will be identified by the Head teacher in consultation with the staff and will be incorporated into the school development plan. The SENCO will attend the termly SENCO briefing and will update staff on new developments in SEN.

## **Working With Parents**

Yealmpstone Farm School will actively seek the involvement of parents in the education of their children. We recognise that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the Special Educational Needs experienced by their children according with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service and signposted to different agencies by our Parent Support Advisor (PSA) Parents will be fully consulted before the involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

## **Pupil Participation**

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans and one page profiles. Steps will be taken to involve pupils in decisions, which are taken regarding their education, and if appropriate will be involved in person centre planning meetings to plan their support with their champion to help them.

## **Evaluating Success**

The school policy will be kept under annual review. The success of the policy will be monitored by the achievements of previously agreed targets outlined in the pupils I.E.P. progress review and / or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- The number of children participating in home/school reading schemes.
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-EHCP special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupil's awareness of their targets and achievements.

## **Arrangements for Treatment of Complaints**

If there is a cause for complaint with the school or L.A. regarding SEN provision the following procedure should apply :

- I. The parent / guardian should initially contact the class teacher and the SENCo.

2. If no explanation / resolution is found, then written complaint should be made to the head teacher who will refer the matter to the SEN governor.
3. If the parent wishes to proceed further with the complaint, the school will make arrangements for independent resolution of the disagreement through the and via a mediator from the Disagreement Resolution Service of the L.A.
4. If the parent is still not satisfied following mediation, then a SEN tribunal will be arranged with the L.A.

Co-ordinator - Viki Allen