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Yearsley Grove Primary School SEND policy

SENDCO: Mrs Leanne Jackson
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SEN Governor: Liz Mould

Yearsley Grove Primary School has a named SENDCO, Leanne Jackson, who passed the National Award for SEN Coordination in November 2015 and gained a Postgraduate Certificate in Vulnerable Learners and Inclusion. They also have a governor responsible for SEN. They, along with the Senior Leadership Team, ensure that the Yearsley Grove Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Rationale

At Yearsley Grove Primary School we believe that '**Every Child Can'.** Our goal is that all our pupils, whatever their ability or needs, reach their full potential and be fully included in our school community. We believe that all children should be equally valued in school.
The purpose of this policy is to outline the special educational needs provision for pupils at Yearsley Grove Primary School.

For admission arrangements please refer to the LA agreed admission arrangements

Our Aim

To ensure pupils with special educational needs are identified at the earliest point and then make effective provision in order that they may access the curriculum to the fullest possible extent and make maximum progress in their learning and development. (Code 6.11)
We intend to raise the aspirations of and expectations for all pupils with SEN, our school provides a focus on outcomes for children and not just hours of provision/support. Every teacher is a teacher of every child including those with SEN.

Objective

- It is our objective to identify and provide for pupils who have special educational needs and additional needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To work with the guidance provided in the SEND Code of Practice, 2014 (1.1), having regard for:

  * the views, wishes and feelings of the child and the child's parents
  * the importance of the child and their parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
  * the need to support the child and their parents in order to facilitate the development of the child and to help them achieve the best possible educational (and other) outcomes, preparing them effectively for adulthood.

The SEN Code of Practice

The Special Educational Needs Code of Practice (DfE September 2014) provides statutory guidance for organisations that work with and support children and young people with special educational needs or disabilities. It requires schools to identify and address the SEN of the pupils that they support and to use their best endeavours to make sure that a child with SEN gets the support s/he needs. A child who is identified as having SEN is placed on the school's SEN register. As the Special Educational Needs and Disability Code of Practice 0-25 2014 states 6.12:

Where a pupil is identified as having SEN, action will be taken to remove barriers to learning and effective special educational provision will be put in place.

The Definition of Special Education as taken from section 20 of the children and Families act 2014:

'A child or young person has SEN 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 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 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.'

Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is "… 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".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Our school has adopted the City of York Local Authority's 'Banding Thresholds' which describe good practice and entitlement across all areas of special educational need. The thresholds also form an essential part of the York 'Local Offer', which describes what the LA expects to be available locally for children, young people and young adults aged 0-25 years with SEN.

Currently we have 36 children (9% of school population) 'on the SEND register'.

Children on the special needs register will have needs and requirements which will fall into at least one of four areas. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The four areas of need are:-

- **Communication and interaction**:

1. Speech, Language and Communication needs (SLCN)
2. Asperger's Syndrome and Autism (ASD)

- **Cognition and Learning**:

1. Moderate Learning Difficulties (MLD)
2. Severe Learning Difficulties (SLD)

3. Profound and Multiple Learning Difficulties (PMLD)
4. Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties (SEMH):

Sensory and/or Physical Needs:

1. Visual Impairment (VI)
2. Hearing Impairment (HI)
3. Multi-sensory impairment (MSI)
4. Physical Disability (PD)

Children with a special educational need are placed on the school's register for special needs, at either:

- **SEN Support** children from bands 1 and 2. These may include children who have a My Support Plan (MSP) or a Pupil Passport.
- Pupils from band 3 and above with an **Education Health Care Plan** (EHCP)

Banding Thresholds

Banding Thresholds describe the following levels of support for a child or young person who has SEN:

Level 0 Needs are well met through appropriate differentiation of the task, outcome and teaching style in a mainstream classroom.

Level 1 Identified needs which are highlighted to all staff on a 'Pupil Passport' with advice on support strategies provided and monitored by the SENC0.

Level 2A Identified needs that require additional specific provision and there may be a co-existence of secondary needs. At Level 2, the school may be seeking advice and support from other agencies from e.g. health or social care. At this stage, the range of support provided is coordinated through the use of a nonstatutory 'My Support Plan' which clearly identifies agreed actions/outcomes and which is reviewed on a regular basis.

Level 2B Needs that have been assessed as requiring highly specialist teaching and provision, which may include small group work, for instance in an Enhanced Resource Provision.

Level 3 From level 3 onwards there will be increased multi agency involvement. Significant primary needs and/or complexity of other needs, which impact on progress and which require long term involvement of education and non-educational professionals as part of statutory assessment and/or Education & Health Care Plans.

Level 4A A range of significant issues and an accumulation of layered needs, which could include mental health; relationships; behavioural; physical; medical; sensory; communication and cognitive issues.

Level 4B As above, but with a personalised package of support requiring specialist teaching through an Enhanced Resource Provision.

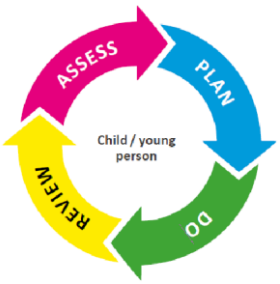
Level 5A Significant life-long learning difficulties, for which specialist provision is appropriate. These may be compounded by other co-existing needs.

Level 5B Highly significant and complex life-long needs, requiring intensive specialist provision.

Level 6 All of the above but the complex needs are such that they cannot be met in a school within York i.e. the child or young person will attend a non-maintained educational or residential placement (out of area) . This may also include support for health and social care issues.

The School will:

- Ensure the early identification of pupils with SEN(the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching);
- Personalise learning to meet the needs of all pupils;
- Provide a structured framework of assess, plan, do and review through which pupils with SEN can be supported;



- Regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Help children manage their behaviour and emotions to enable them to learn effectively;
- Work closely with all relevant outside agencies;
- Work with parents as partners in the education of their children;
- Include children, where appropriate, in decision-making;
- Provide continuing professional development opportunities for staff to help improve provision for pupils with SEN and disabilities.
- Ensure the school adheres to transfer arrangements as outlined in the Code of Practice (9.175).

The Class Teacher will:

• Deliver high quality differentiated teaching and support, following the ASSESS, PLAN, DO and REVIEW cycle.

The first response should be high quality teaching targeted at the child's area of weakness (Code 6.16) ALL teachers are teachers of SEN and are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching;

• Consult with parents;
• Involve the child in decision making;
• Take part in the updating of the Pupil Passport with the child and SENDCo.

Teaching Assistants will:

• Support the delivery of Wave 1 (quality first) and Wave 2 (catch-up) teaching in the classroom during the mornings;
• Deliver Wave 3 interventions (see list of current interventions used in school) in the afternoons or 1:1 support to work on the child's short term outcomes where this will maximise the effectiveness of provision;
• Select and prepare appropriate resources under the guidance of class teachers and/or the

SENDCO;
- Assess pupils' needs and progress and adjust work plans as required;
- Monitor, evaluate, record and provide feedback and reports on pupils' responses and progress to the SENDCO and class teacher.

The Special Educational Needs & Disability Coordinator (SENDCO) has responsibility for the day-to-day management of SEN provision throughout the school and will:

- In relation to each pupil who may have special educational needs, inform a parent of the pupil that this may be the case as soon as is reasonably practicable. This will only be done after the school has followed the ASSESS-PLAN-DO & REVIEW cycle involving the class teacher and SENDCO after pupil progress meetings. All of the information about the child is considered alongside national data and expectations of progress;
- In relation to each of the registered pupils who have special educational needs, identify the pupil's special educational needs;
- Co-ordinate the making of special educational provision for the pupil which meets those needs;

. keep an up to date SEN register (reviewed at least 3 times a year in line with the school census) ;

- Monitor the effectiveness of any special educational provision made for the pupil;
- Secure relevant services for the pupil where necessary;
- Co-ordinate the construction of 'Pupil Passports', 'My Support Plans' and 'Education and Health Care Plans'.
- Ensure that records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date;
- Liaise with and provide information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made for those needs;
- Ensure that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made to meet those needs is transferred;
- Promote the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- Select, supervise and train teaching assistants who work with pupils with special educational needs;

. Advise teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;

- Contribute to in-service training for teachers at the school to assist them in making appropriate provision for pupils' special educational needs;
- Prepare and review the information required to be published by the school;
- Provide specialist teaching for pupils with SEN.

Ensure that the SEN children are able to access end of key stage tests and other assessments .

Parents will:

- Be consulted and kept informed;
- Be encouraged to support their children's progress.

Pupils will:

- Be encouraged to see that difficulties and the need for improvement are a natural part of learning;
- Be consulted and involved in target setting and reviews.

The governing body has an overall responsibility for the school's SEN policy and the **Headteacher** has an overview of SEN issues throughout the school. The governing body will publish information on the school's website about the implementation of the governing body's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible (Code 6.74).

Wave 3 Interventions used to support some of our SEN children in the past year:

- Talk Boost (R)
- Individual SALT programmes
- Zones of Regulation

Role of Support Services and other Agencies:

The effective implementation of the school-based stages of assessment and provision will be possible only if we create positive working relationships with not only parents and pupils but other outside agencies. Some children with SEND have a range of difficulties and the achievement of educational objectives depends on partnership between all concerned.

Below is a list of the various outside agencies involved with Yearsley Grove Primary School:

- Educational Psychologist (EP)
- Autism Specialist teaching Team
- Learning Support Hub
- School Well-being Worker (SWW)
- Support from speech and language therapist (SALT)
- Healthy Child Service
- Hearing Impairment specialist teacher
- Visual Impairment team
- Occupational Therapist/Physiotherapist
- Epilepsy Team

This policy document reflects the SEND Code of Practice, 0-25 guidance.