

Filey CE Nursery and Infants Academy
Policy for Special Educational Needs and
Disabilities (SEND)

2018 - 2019

'Inspiring Confident Learners, Reflecting Christian Values'

This policy is in line with the Code of Practice 2014

School's Aims and Values Statement

*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 2014)*

Objectives of the policy

- To work within the guidelines set out in the SEND Code of Practice, 2014.
- To ensure there is a whole school approach to any child who has a special educational need and/or disability.
- To ensure that all staff recognise each child as an individual, ensuring that all children's achievements and contributions are valued and celebrated by staff, children and parents/carers.
- To ensure all children are given an equal opportunity to take part in all learning opportunities offered by the school.
- To provide a broad and balanced curriculum while emphasising the need to develop literacy, numeracy and basic key skills.
- To provide a differentiated curriculum to ensure positive learning opportunities for all children.
- To follow school procedures that ensure early identification of children who need support that is 'additional to' or 'different from' a normal differentiated curriculum.
- 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. In this way all school policies will be anticipatory in nature so that the school is ready to admit pupils with a range of needs.
- To provide specific intervention programmes and SMART Targets through individual programmes of support, delivered with fidelity, using a pre and post assessment process consistently to measure progress.
- To continue to develop and maintain positive relationships with parent/carers, using a 'Learning Conversation' approach to sharing individual programmes of support.
- To be part of an effective multi-agency network in order to combine services around the needs of the children and their families.

Philosophy

At Filey CE Nursery and Infants Academy our specific aims for pupils with SEND reflect our Christian values of Friendship, Compassion and Community. The policy is written as a collaborative whole school policy.

The Ebor Academy Trust and our school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes. Some pupils may need additional resources to provide this.
- All staff are aware of the differing needs of the pupils they teach and their barriers to learning.
- Teaching and learning will be sensitive to and adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification of learners is essential
- There will be a flexible continuum of provision for pupils with SEND provided within a graduated response to provision in accordance with the Department of Education Code of Practice (2014) regulations on SEND.
- All staff will be given appropriate training to allow them to meet a wide range of needs confidently using the necessary skills to ensure children with SEND continue to receive a broad, balanced and appropriate curriculum.
- Parents will be fully involved as partners in their child's education
- Pupils will be proactively encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Develop a mutually supportive framework of consultation between the Board of Trustees, Headteacher and Special Educational Needs and Disabilities Co-ordinator (SENDCO).

Principles

At Filey CE Nursery and Infants Academy there is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. In order to help children who have special educational needs and/or disabilities and for supporting children who are looked after by the local authority, the school will adopt a graduated

response that recognises a continuum of need in accordance with the DFES Code of Practice, 6;12 2014 (CoP, 2014).

A child is defined as having Special Educational Needs (SEN) 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, 2014/6;12)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Mrs Julie George is the school's SENDCo and holds responsibility for coordination of inclusion and SEN provision and for overseeing the arrangements for coordinating inclusion and SEN provision. She holds the National Award for SEN (NASENCo award) and has received specific training in order to make a referral for Statutory Assessment (Education Health Care Plan [EHC Plan]). Mrs George is a member of the Senior Leadership team and is responsible for the day-to-day operation of this policy.

The SENDCo ensures that regular communication takes place between class teachers, teaching assistants, parents and pupils. Class teachers are responsible for meeting the individual needs of SEND pupils/students in the classroom and are supported by Teaching Assistants (TA's) and in some cases, 1-1 Teaching Assistants. The SENDCo ensures that all staff have appropriate access to information about children with SEND. The SENDCo will offer advice on differentiation and strategies for meeting individual pupils' needs and in preparing differentiated materials.

The SENDCo will, when required, liaise with outside agencies to ensure LA specialised services are fully utilised. The school has established excellent working relationships with

professionals from a range of agencies, including; Educational Psychologists, the School Nurse and Health Visitors, Educational Social Workers, Sensory, Physical and Medical Teaching Team, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Paediatricians, EMS schools, SSA – Specialist Support for Autism Outreach Service. The majority of these agencies are now part of the Inclusive Education Service. The SENDCo is responsible for maintaining an Additional Education Provision overview which is reviewed termly. The progress and attainment of all children is carefully monitored and reported to parents. If a child is provided with additional and different provision, we carefully monitor the impact of all interventions and whether they have a strong evidence base of effectiveness.

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure Quality First Teaching for all
- Regular communication takes place between class teachers, TAs, SENDCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are available in class so that staff, pupils and parents know what reasonable adjustments are available
- 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 tests and exams
- School uses the local authority's local to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from the Inclusive Education Service

- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans. Some pupils may be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known
- Transition arrangements will be personalised to support additional need
- The SENDCo will be appropriately qualified and have 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

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN 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
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the Board of Trustees, Headteacher, SENDCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions

- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

Working Together

Communication is key. We pride ourselves on strong links with our Parents/Carers and will always keep you informed about what is being done for your child. Termly review meetings are organised for Parents/Carers to come in and discuss progress and provision.

All staff working with your child will be aware of their specific needs and training/support will be put in place where appropriate. If you would like to know any more information or have concerns about your child, please speak to the class teacher or make an appointment with the SENDCo. Appointments can be booked through the school office.

The governing body evaluate the work of the school by:

- Appointing an SEN 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

Policy completed: September 2018

Approved by Governors _____

Policy review date: September 2019

*SEN information report

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of Academy schools have a legal duty to publish information on their websites

about the implementation of the governing body's or the proprietor's policy for pupils with SEN. Governing bodies and proprietors must also publish information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to assist access of disabled pupils and their accessibility plans. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information should relate to provision set out in the local offer.'