



Special Educational Needs and Disabilities Policy

December 2020

1. Introduction

This policy complies with the statutory requirements 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

The Head teacher is Mrs Helen York. The Special Educational Needs Coordinator (SENCo) is Miss Roxanne Rothery (roxanne.rothery@withinfields.calderdale.sch.uk) who is the Assistant Head teacher of the school. The governor with responsibility for SEND is Victoria Percival.

2. Rationale

This policy details how our school will endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We strive to ensure that all children have access to a broad and balanced curriculum, based on the National Curriculum 2014.

Our SEN policy reinforces the need for teaching that is fully inclusive for every child.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEN. Regular meetings between the Inclusion Manager and link governors, in liaison with the Headteacher and other members of SLT ensure that the vision for SEN pupils at Withinfields is a shared one.

We will gather the views, wishes and feelings of parents, carers and children (where appropriate) in planning to help children achieve their outcomes and aspirations.

The Code of Practice 2014 states:

"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 him or her...namely provision different from or additional to that normally available to pupils of the same age,"

Some children and young people who have SEN may also have a disability as stated in the Disability and Accessibility Policy. Children and young people who have a disability do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3. Objectives and principles

The overall aim of this policy is to focus on individual needs and desired outcomes for all pupils with special educational needs. This will be done through high quality provision and inclusive practice which will remove the barriers to learning along with the involvement of parents, carers, children, staff and other partners, in the assess, plan, do, review cycle of the provision.

- To identify and address, at the earliest possible chance, barriers to learning and participation for children with additional needs and SEN.
- To enable all children to have access to a broad and balanced curriculum using a variety of approaches and strategies, unless there is a specified modification or disapplication in the child's EHC plan.
- To make every effort to ensure that every pupil experiences success in their learning and achieves their full potential.
- To create environments that meet the special needs of each child.

- To value and encourage the contribution of all pupils to school life and in decision making.
- To ensure that all staff have access to training, coaching and advice to support high quality teaching and learning for all pupils.
- To work in partnership with parents/carers.
- To liaise and utilise external agencies where necessary.
- To foster independence, self-esteem, confidence and motivation for children with SEN.

All school staff have a responsibility for pupils with SEN. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an EHC plan. A positive and sensitive attitude is shown towards those pupils.

Teaching Assistants (TAs) play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is predominantly by need of a pupil or groups of pupils.

4. Approaches

4.1 Identification and assessment

We accept the principle that pupils' needs should be identified and met as early as possible. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

There are four broad areas as detailed in the Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Teachers and the SENCO, along with parents, carers, children and outside agencies will work together to identify any special educational needs. This information may come from a range of sources:

- the analysis of assessment data, teacher assessments and pupil progress meetings
- tracking progress over a period of time
- attainment from a child's starting point or compared with peers
- initial concerns from teachers when children are not responding well to highly differentiated quality first teaching
- information on behaviour and wellbeing
- information from parents
- the child's views
- information from previous schools
- information from other services

4.2 The Graduated approach

All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or specialist staff.

The school adopts a graduated response which recognises that there is a continuum of special educational needs and has therefore developed a support continuum for pupils on the additional needs register and special educational needs register.

All children will have access to high quality first teaching in all classes which is differentiated for individual pupils to meet all children's needs whether they have special educational needs or not. The policy sets out the belief that additional intervention and support cannot compensate for a lack of good-quality teaching.

4.2.1 Additional needs

Some children have additional needs, for example physical difficulties or sensory issues, which can be met through Quality First Teaching. These pupils are recorded on the additional needs register in order to recognise that adjustments need to be made in the classroom in order for them to reach their potential. Some of these pupils will require a One Page Plan to detail their needs and strategies to respond to them. These plans should be made available to all members of staff working with these pupils. The plan will be discussed and developed with parents at parent/teacher consultation meetings (or via online meeting if 1:1 meeting cannot take place) and children will contribute to these with a pupil voice section. They will be reviewed annually in July to aid transition to the next

year group or school. Pupils who may possibly have SEN will also be recorded on the Additional Needs Register. Targeted support will be planned and put in place for them and class provision maps identify what additionality is being provided to secure good outcomes. Class teachers are responsible for maintaining and updating the plans and evidencing progress. The SENCO monitors class provision maps to ensure that clear targets are identified, and the support is focused on outcomes.

4.2.2 Pre-register concern

Where children's learning does not respond to high quality first teaching then a concern will be raised. The SENCO, class teacher, parents, carers and the child (where appropriate) will work together to look at the information provided along with the story of the child to decide on the best possible plan. At this point, a decision will be made collaboratively to ascertain whether the child will be placed at SEN concern level 1 on the SEND register.

4.2.3 SEND Support

Where progress is still not made at this support level, further advice will be sought. The child will then move to SEN support on the register, indicating they are receiving specialist support. Termly Individual Development Learning Plans will be written for these pupils, showing their targets and intended outcomes, and the strategies in place in order for these to be achieved. Along with continual assessment for learning, at the end of each term, teachers assess what pupils can do and what they need to do next, enabling them review current targets and set new targets and intended outcomes and plan targeted support to achieve those outcomes. Pupils will have their own version of the plan, and will be invited, where appropriate, to monitor their own progress. Copies of plans will be given to parents. A mid-term progress meeting will be held with parents. Pupils will be asked to share their thoughts, hopes and feelings in order to contribute to the review. Class teachers are responsible for maintaining and updating the plans and evidencing progress. The SENCO will check that IDLPs have correctly identified the pupils' needs and demonstrated how barriers can be removed. The SENCO will also monitor frequency of progress and review meetings and attendance of parents.

Where a child's progress does not accelerate and the targeted support does not result in the intended outcomes, the SENCO will consider drawing on support from external agencies and professionals who may carry out more specialised assessments. The SENCO is familiar with the referral thresholds and procedures for a number of agencies and professionals, including:

- Educational Psychology
- Speech and Language Therapy
- ASD Service
- Physiotherapy
- Occupational Therapy
- School Nursing Service
- Early Years Support Service
- CAMHS

School will implement and evaluate interventions as advised, and all involvement of specialists will be shared with parents. Calderdale's Local Offer details other sources of support for pupils and their families; parents are informed of the Local Offer through newsletters and the link on the school's website. Where a multi-agency approach is required, the SENCO, with parents and the class teacher, will develop an Additional Needs Support Plan for the pupil in order to coordinate the support. If evidence shows that a pupil is making good progress and sustainable improvements have been demonstrated, they may be moved to a different level of support on the Special Educational Needs register. Parents would be informed of this change at progress meetings and reviews.

4.2.4 Education and Health Care Plans (EHCs)

If, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child does not make progress or meet the intended outcomes, and there is evidence that the needs are long-term, complex and significant, the school will consider requesting an Education, Health and Care needs assessment. This will be done in consultation with parents and external agencies supporting the child and/or family. Parents may also make a request for an Education, Health and Care needs assessment directly to the Local Authority.

The purpose of an EHC plan is to make special educational provision to meet the needs of a child to secure the best possible outcomes and prepare them for adulthood. The Local Authority carry out the EHC needs

assessment and write the EHC plan in consultation with children, their families and the school. The class teacher is responsible for implementing the actions to secure the intended outcomes and the SENCO is responsible for coordinating the provision and monitoring its effectiveness. As well as half-termly progress meetings and formal reviews, an Annual Review is also held to review progress towards outcomes outlined in the plan. The school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

4.3 Monitoring and evaluation of SEN provision

The school's leadership team and governing body are responsible for monitoring the progress and attainment of all pupils. The SENCO takes specific responsibility for monitoring the wellbeing, attainment and progress of pupils on the Additional Needs register and for evaluating the provision. This includes:

- observation of pupils' learning and how provision is impacting on progress and attainment
- evaluating the Quality First Teaching for these pupils and providing coaching / feedback
- pupil progress discussions with class teachers
- tracking attainment and progress data and comparing to national data and in-school data
- monitoring of class provision maps, individual learning plans and one-page plans to ensure that needs have been identified and actions in place to remove barriers to learning
- monitoring of attendance and behaviour of pupils with SEN
- pupil and parent voice

Evidence gathered through the above methods is then compiled in a termly report to Governors. In addition, the SEN Governor meets with the SENCO at least termly to evaluate provision.

4.4 Transition

At the end of the school year, arrangements are put in place to ensure effective transition of all pupils to their new class. Special care is taken for pupils with SEN to ensure that progress is maintained, and provision continues to be as effective as possible. Pupils are asked to complete a pen portrait to share with their new class teacher during transition week, which takes place before the summer holidays. At the formal review of progress held with parents at the end of term, both the new and existing class teachers will be invited so that information is shared with all concerned. If necessary, some pupils will spend time on a one-to-one basis with their new class teacher and key support staff in their new classroom in order to begin to build relationships and familiarise themselves with their new environment. When children move to secondary education or transfer to another school, teachers and the SEN Co-ordinator will liaise with the special needs department of the receiving school and provide information and records as required. At the annual review of an EHC plan in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with EHC plans, to allow the receiving school to plan appropriate support to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur. Additional transition visits to high schools will be organised if they would be beneficial to supporting pupils with SEN in their transition to a new setting.

4.5 Allocation of Resources

The Headteacher decides the most effective use of the notional budget funding and top up funds relating to the Education, Health and Care Plans (EHCs). The resources are allocated according to provision needed.

4.6 The role of the governing body

The governing body works in cooperation to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

4.7 Partnership with parents

The school places a high priority on developing and maintaining links with parents. Partnerships with parents plays a crucial role in promoting a culture of co-operation. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the parental aspirations, wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

Before starting any assessments or procedures parental permission is sought.

We have regular meetings each term to share the progress of special needs children with their parents.

4.8 Pupil voice

Children with special educational needs often have a unique view of their own needs and their views about what sort of help they would like to help them make the most of their education. Wherever possible, pupils' views are ascertained and, where appropriate, they are involved in their half-termly reviews. However, where the parent and staff believe this would not be appropriate, the child's views will be gathered informally prior to the meeting. Through the annual pupil questionnaire, the SENCO can ascertain the views of pupils with SEN and scrutinise how they compare with pupils who do not have identified SEN. In addition, school leaders hold pupil interviews regularly as part of ongoing monitoring of the quality of teaching.

4.9 Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in line with the school's complaints procedure which includes investigation in the first instance by the head teacher.

5. Monitoring and Evaluation

The Senior Leadership Team are responsible for the day-to-day monitoring of this policy and the governing body meet with the SENCO termly to determine its effectiveness.

6. Review

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of the policy through its policy review schedule.

The policy will be formally reviewed in January 2022 if not deemed necessary before.