

Special Educational Needs Policy

March 2023-25

Document History

Date	Changes	Version
15.2.2023	Section 4 (g) Reference to assistive Technology	V1.1

Tim Caffrey

Seamer & Irton CP School will provide all pupils with every opportunity to achieve their full potential. We ensure a supportive, friendly, safe environment in which everyone is valued and respected. In return we expect the highest standards of work and behaviour.

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SECTION 1 - COMPLIANCE AND GENERAL STATEMENT

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (Jan 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 Years (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014.
- Safeguarding Policy
- Teachers Standards 2012

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1 September 2014. This Policy has been created by Mr Tim Caffrey (SENCo) in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of students and parents with SEND.

At Seamer and Irton CP School, a small proportion of students require additional support to address one or more barrier to learning. These barriers primarily comprise:

- A special educational need (SEN);
- Social, emotional and mental health needs;
- Communication and Interaction barriers such as autism

Sometimes, students need to be supported for a short period of time to help them overcome a particular, transitory difficulty. Other students need continuous support throughout their whole time at school.

In compliance with the new SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support for all students deemed to require special educational provision to be made for them at Seamer and Irton CP School. All students identified as needing additional provision will be placed on the SEN Register under one single SEN Support category, (this replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Provision Mapping. This Policy will set out our commitment to raising the aspirations and expectations for all students with SEN, including those identified as Gifted or Talented and/or who would benefit from smaller-group programmes.

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The purpose of this document is to describe the provision we make for students identified as having a special educational need (SEN) and the principles by which we make that provision. For consistency and clarity the term SEN is used throughout this document.

This school believes that every student has an entitlement to develop to his or her full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school's population is valued as a rich resource, which supports the learning of all. In this school, we recognise a student's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

SECTION 2 – AIM (THE LONGER VIEW)

The overarching aim of this policy is to ensure that the needs of students with SEN are accurately identified and effectively met so that all such students are able to achieve to their full potential and develop well both as individuals and as members of the community.

To this end, we aim to:

- a) Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEN
- c) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal
- d) Use the most appropriate resources to support learning, ensuring that the development of students' literacy skills has the highest priority
- e) Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEN to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with national SEN policy, most currently the Children and Families Act 2014 and SEND Code of Practice 2015.
- b) Work closely with the LA and comply with locally agreed policies and procedures.

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- c) Ensure all staff implements the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEN.
- d) Ensure any discrimination or prejudice is eradicated.
- e) Ensure all students have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate students' achievements at all levels.
- g) Work in partnership with parents /carers in supporting their child's education.
- h) Guide and support all school staff, governors and parents in SEN issues.
- i) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- k) Involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- l) To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Policy.
- m) To provide support and advice for all staff working with special educational needs students.

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he or she:

- has a learning difficulty or disability which calls for special educational provision to be made for him or her,
- has a significantly greater difficulty in learning than the majority of others of the same age, or,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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In addition we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEN if they are not making progress within a curriculum that:

- a) sets suitable learning challenges;
- b) responds to students' diverse learning needs;
- c) aims to help students overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- communication and interaction (CI)
- cognition and learning (CL)
- social, emotional and mental health (SEMH)
- sensory and/or physical needs (SPN)

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a student into a category, and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

NON-SEN needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:-

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which School has recognised and identified clearly.

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SECTION 4 – A GRADUATED APPROACH TO SEN SUPPORT AT SEAMER AND IRTON CP SCHOOL

At Seamer and Irton CP School all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN. “Quality first” teaching is a priority of the School. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCo to ensure that students are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching.

The SEN coordinator (SENCo) is responsible for:

- a) assessing the specific needs of students with SEN (this includes application for Statutory Assessment, leading to the issue of an Education and Health Care Plan (previously Statement of SEN) as deemed necessary and in agreement with the line manager;
- b) screening all students on admission to Seamer and Irton CP School using baseline assessments in line with the new statutory requirements;
- c) liaising with partner primary schools to aid transition for students with SEN and to ensure continuity of support;
- d) Liaising directly with Early Year providers to ensure that transition for students with SEN or ILPP's is as anxiety free as possible.
- e) ensuring that additional targeted support is mapped to and provided for students who need it through Provision Mapping;
- f) the day-to-day operation of the school's SEN policy;
- g) liaising with and advising class teachers, including in situations when Assistive Technology might be beneficial;
- h) maintaining the SEN register and the records of all students with SEN;
- i) Liaising with staff in school to ensure that provision for students with SEN is effective and well-coordinated.
- j) Liaising with external agencies including the Educational Psychology Service, medical authorities, Social Care and voluntary bodies.
- k) Contributing to CPD training for all staff.
- l) Attending/holding review meetings of SEN students where appropriate, including those students with an Education and Health Care Plan.

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MANAGING STUDENTS' NEEDS ON THE SEN REGISTER

The SENCo identifies (in conjunction with teaching staff/Key Stage Leaders/SLT) those students who require support on the SEN Register and organises appropriate support, which is implemented across the curriculum through Provision Maps. Provision for students on the SEN Register is usually funded from within the school's existing budget. Students with an Education and Health Care Plan receive at least the minimum entitlement of additional, targeted support identified within the Plan. All students with SEN have a Provision Map (PM) and an Inclusion Passport.

The school follows the guidance of the SEN Code of Practice and uses a graduated approach (Assess, Plan, Do, Review), where the provision is reviewed at least termly, but normally every half term, to the identification and assessment of and provision for students with SEN.

- Parents fully informed by SENCo of identification of their child's SEN and authorisation sought, for appropriate provision to be made via the SEN Register, Inclusion Passports and Provision Mapping;
- Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENCo if they have any concerns or questions about SEN provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. In addition to the planned review evenings for all students, the introduction of a home-link book is an effective communication tool.
- Measuring progress for all students with SEN termly (individual teacher assessment, including evidencing progress according to individual targets set through Provision Maps). Progress towards the outcomes on Provision Maps is updated termly. The provision map outcomes will have SMART targets, (Specific, Measurable, Achievable, Realistic, Timely).
- Review of provision where appropriate, including application for Statutory Assessment by the SENCo and subsequent acquisition of an Education and Health Care Plan (EHCP)/ application for Element 3 Funding;
- Parent meetings with SENCo where appropriate to review progress of all students with SEN, including Annual Reviews for students with a Statement or EHCP and Learning Conversations in place of Parent Evenings;
- Regular review and update of the SEN Register by SENCo to ensure students are appropriately supported, including removal of students from the SEN Register who have made appropriate progress towards targets;
- Using SEN Code of Practice/National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the

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usual differentiated curriculum, based on setting suitable learning challenges; responding to students' diverse learning needs and overcoming potential barriers to learning;

- Referral, by SENCo for outside agency support, as deemed necessary, in conjunction with the Headteacher, SLT and parents. The SENCo will facilitate provision from outside agencies, including Educational Psychology Service, Inclusive Education Service, Speech and Language Therapy Service and Specialist Teaching Service. The SENCo will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;

- Holding an Annual Review for students with an Education Health Care Plan in line with the objectives therein. An Annual Review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the student.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/REGISTER

The SENCo has responsibility for the removal of a student from support on the SEN Register at Seamer and Irton CP School. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents.

SECTION 6: SUPPORTING STUDENTS AND FAMILIES

- Families of students with SEN are guided towards the North Yorkshire Local Offer for SEN <https://www.northyorks.gov.uk/send-local-offer> in accordance with Regulation 51, Part 3 section 69(3)(a) of The Act.

- Parents are signposted via the SEN Policy to North Yorkshire Special Educational Needs and Disability Information, Advice and Support Service (North Yorks SEND IASS) for advice, information and support aimed directly at children and young people up to the age of 25 with SEND <http://sendiassnorthyorkshire.co.uk/>

or telephone 01609 534611.

- Seamer and Irton CP School's admission arrangements form part of the agreed LA admission arrangements for schools. There are close links with feeder schools and if a child has previously been identified as having SEN, early contact is made with parents.

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SECTION 7 – SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Seamer and Irton CP School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, School will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

See the School's policy for Supporting Students With Medical Conditions for more detailed information.

SECTION 8 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this Policy. The quality of provision offered to all students with SEND is continuously monitored through ongoing daily, weekly, termly and ultimately, annual, review, on an individual and cumulative basis and in conjunction with the Governors, Headteacher, SLT, SENCo, teaching staff and parents.

The SEN policy is formally reviewed every two years. The evaluation is based on:

- the progress made by students with SEN and the outcomes they have achieved in relation both to curriculum subjects and to personal development;
- the extent to which the aims and objectives of the policy have been met;
- how effective the SEN provision has been in relation to the resources allocated (value for money assessment).

The policy is amended to reflect the outcomes of the evaluation.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school development plan.
- The Headteacher oversees the professional development of all teaching staff and support assistants. Most TA CPD occurs during training days although many will attend specialist courses throughout the year. It is more efficient to invite experts to speak to all TAs or all teaching staff. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.

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- The SENCo may identify the SEN training needs of staff in conjunction with the Headteacher/SLT and all staff are encouraged to undertake training and development.
- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENCo to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual students.
- The SENCo regularly attends the LA's SENCo Network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in the new SEN Reforms.
- The SENCO has Qualified Teacher Status and holds the National Award for Special Educational Needs Co-ordination.

SECTION 10 – ROLES AND RESPONSIBILITIES

Role of the SEN Governor/Governing Body

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all students with SEN. Consequently, it is their responsibility to:

- ensure the necessary provision is made for students with SEN;
- determine the school's general policy and approach to students with SEN in cooperation with the Head teacher and SENCo;
- ensure that the teachers are aware of the importance of identifying and providing for those students with SEN;
- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;
- ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Governing Body;
- ensure that parents are notified of a decision by the school to make SEN provision for their child;
- ensure that students with SEN are included as far as possible into the activities of the school;
- consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

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Role of the Teaching Assistant

Teaching Assistants are recruited to work within the classroom and with targeted students/small groups of students outside of the classroom as directed by the class teacher in consultation with the SENCo.

Designated Teacher with specific Safeguarding responsibility

Headteacher, Deputy Headteacher and SENCo.

Designated member of staff responsible for managing PPG/LAC funding

Headteacher

Designated member of staff responsible for managing the School's responsibility for meeting the medical needs of students: -

Headteacher

SECTION 11 – STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about students and families.

SECTION 12 – REVIEWING THE SEN POLICY

This Policy will be reviewed every other year, whilst the SEN information report will be updated annually, in order to comply with new requirements for SEND with effect from 1 September 2014. This policy will next be reviewed 15th February 2025.

SECTION 14 – COMPLAINTS PROCEDURE

The school's standard complaints system applies. This can be found on the school's website - www.seamerirtonprimary.co.uk

Policy Agreed;

(Date) _____

(Signed – Chair of Governors) _____

(Review date) _____