

St. Andrew's C.P. School



Kirk Ella

SEN Policy and Information Report

Approved by: Head Teacher & Governing Body **Date:** Autumn 2020

Last reviewed on: September 2020 Amanda Stevens SENCo

Next review due by: September 2021

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School Arrangements

School: Kirk Ella, St Andrew's CP School
West Ella Road
Kirk Ella
HU10 7QL

Tel No. 01482 657208 **Fax No** 01482 657208

Headteacher Mr J. Church

SENDCo Mrs A. Stevens - Deputy Headteacher M.Ed. (SEN / Inclusion)

SEND Support Mrs. J. Caley (SEN Dip. / BDA certificate / ELSA)
Mrs. Henderson ELSA

SEND Governor Mrs. Rachel Woodford

School Statement

Kirk Ella, St. Andrew's CP School values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning.

Vision Statement

We encourage all our pupils to aspire to the highest levels of academic, social and physical achievements so they will develop independence and confidence and fulfil their true potential, making a positive difference to the lives of others'

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Aims for children with SEND:

- To raise the aspirations and expectations for all pupils with SEND.
- To focus on outcomes for children and young people and not just the hours of provision / support

OBJECTIVES:

- To work within the guidance provided in the SEND Code of practice
- To operate a "whole pupil, whole school" approach to the management and provision of support for SEND
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide 'quality first teaching' and a differentiated curriculum appropriate to the individual's needs and ability
- To ensure identification of all pupils requiring SEND provision, as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities alongside pupils who do not have SEND
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that parents of SEND pupils, and the pupils themselves (where practicable) are involved in decisions affecting their future SEND provision
- To provide support and advice for all staff working with SEND pupils.

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

2. Legislation and guidance

This SEN policy was written by the SENCo in liaison with the headteacher, SEND governor, and shared with all stakeholders.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Amanda Stevens (MEd SEN /Inclusion)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

When staff or parents have concerns about a child's progress, a 'Cause for Concern' form will be completed by staff and parents. This will form part of the early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

These forms will be signed by parents and added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support and be placed on the SEN register. The pupil will be put on a Termly support Plan with SMART targets set in relation to their needs. These are assessed each term and new targets set. The termly support plans and reviews are shared with parents via a link to our Edukey Programme and parents can share their comments with staff through the link.

- Parental consent will be requested for any further testing or referral to outside agencies.
- Parents will be kept informed at all stages and copies of reports shared.
- Parents will be invited to all the meetings.
- The views of children and adults will be sought at every stage of the process.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENC to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (where possible)
- Advice from external support services, if relevant

All children are assessed regularly and progression is tracked throughout the year. We will look at progress towards specific target set and age-related expectations.

All interventions are monitored and evaluated each term to ensure that they are effective.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. Education and Health Care Plans and reviews, professional reports and Pupil passports will be passed on. Our school liaised with the local secondary schools and supports the secondary schools' transition programmes with additional visits.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. A range of teaching styles (visual, auditory and kinaesthetic) to meet individual learning styles, dyslexia friendly classrooms and small group or one to one support where appropriate.

We will also provide the following interventions:

- Additional reading and writing groups
- Maths catch up groups
- Lexia, Multi-sensory Learning programme, Toe by Toe and Word Wasps
- Social Skills & Friendship groups
- Emotional Literacy Support
- Physio intervention as directed by Sensory and Physical Teaching Service
- Speech & Language interventions as directed by the Speech & Language Service

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as our multi-sensory learning programme, friendship groups and ELSA.

Teaching assistants will support pupils on a 1:1 basis, in small groups or within the classroom as required. Some children may be withdrawn from the class for specific interventions.

We work with the following agencies to provide support for pupils with SEN:

Educational Psychologist, Behaviour Support, Speech & Language, Sensory & Physical Teaching Service, Physiotherapist, Occupational Therapist, Autism Outreach, or specialist SEND consultants / nursing teams.

5.9 Expertise and training of staff

Our SENCO has 15 years experience in this role and has worked as a teacher across the nursery and primary age range. They are allocated 3 days a week to manage SEN provision. (Working Monday, Tuesday and Wednesday)

We have a team of teaching assistants, including a higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in phonics intervention, Speech & Language and physiotherapy interventions

We use specialist staff for dyslexia screening and ELSA

5.10 Securing equipment and facilities

Where specialist resources or equipment is recommended by the Educational Psychologist or Sensory and Physical Teaching Service the school will endeavor to provide these from within their delegated funding or the EHCP funding.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Individual risk assessments are carried out and adjustments made to activities where necessary.

Please see Admissions Policy & Accessibility Plan

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with emotional difficulties may be offered ELSA – Emotional Literacy Support from one of our two trained ELSAs
- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN may be part of a friendship group intervention to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

If the child does not make the expected progress despite individual interventions, the school may decide, with parental permission, to refer to some external agencies and professionals for a more specialist assessment of their needs.

Parents will be asked to sign a referral form prior to any outside professional seeing their child. They will be informed of any visits or assessments which take place in school and copies of any reports received will be discussed with parents and appropriate interventions put in place. This will be resourced from the school's delegate funding and or EHCP funding.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance, then our SENCo – Mrs. Stevens / Headteacher – Mrs. Church.

They may then be referred to the school's complaints policy. (SEN Governor – Rachel Woodford)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of teaching assistants and services

5.16 Contact details of support services for parents of pupils with SEN

If you require support from an independent service regarding the provision for your child, you might find it helpful to contact: -

Families Information Service Hub (FISH) has a dedicated information, advice and support service for parent carers and children and young people (aged 0 – 25) with special educational needs and disabilities (SEND). County Hall, Beverley HU17 9BA. Tel: (01482) 396469 or email sendiass@eastriding.gov.uk
KIDS Information, Advice, Support and Advocacy Service KIDS, Chanterlands Avenue, Hull, HU5 4DJ Tel: 01482 467540 or email enquiries.yorkshire@kids.org.uk

5.17 Contact details for raising concerns

Initial concerns about a child or the provision within school should first be raised with the class teacher.

If you do not feel the concern has been addressed, then you should contact Mrs. Stevens (Deputy headteacher / SENCo)

5.18 The local authority local offer

Our local authority's local offer is published here: eastridinglocaloffer.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Amanda Stevens every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy
- Inclusion Policy.