

Ebor Gardens Primary Academy and Victoria Primary Academy



EBOR GARDENS
Primary Academy



VICTORIA
Primary Academy

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Approved by the Governing Body
Review date January 2020

Ebor Gardens and Victoria Primary Academies

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

SENCO – Mrs Helen Mills
SEN Governor – Mr Scott Jacques

This policy was created by the school's SENCO in liaison with the SEND Governor, SLT, and all staff at Ebor Gardens and Victoria Primary Academies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 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 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012

Definition of special educational needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, defined as provision which is 'different from, or additional to, that normally available to pupils of the same age.'

Four broad areas of need are identified in the Code of Practice and recognised within our schools:

- **Communication and Interaction** - this includes children with speech and language delay, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

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.

Aims and Objectives

At Ebor Gardens and Victoria Primary Academies we have an inclusive ethos and strive to support **all** children to achieve at school. We believe every teacher is a teacher of every child or young person including those with SEND. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes. Early identification of children with SEND enables early intervention to be implemented and extra support to be put in place.

The aim of our Special Educational Needs Policy is to ensure that:

- All pupils with SEND have their needs identified in order that they achieve their potential and develop their abilities to the full.
- All pupils with SEND are able to fully access a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- All governors, staff, pupils and parents are aware of procedures and provision available in school.
- All our pupils are involved in decisions made about them and their education.
- All parents are fully involved and informed of their child's progress.
- All staff have appropriate training to teach pupils with SEND.

Our policy objectives are to:

- Promote early identification and assessment of children with SEND.
- Monitor the progress of all pupils in order to aid identification of pupils with SEND, and to ensure that children with SEND are able to achieve their full potential.
- Provide a fully inclusive environment with appropriate provision which removes barriers to learning wherever possible.
- Make sure that all children with SEND have full access to the National Curriculum.
- Provide an environment which fosters close partnership with the children and their parents/carers.
- Provide access to, and work closely with, specialist outside agency help when this is necessary and appropriate.
- Provide on-going support and advice for staff

Identification, Assessment and Review

A Graduated Approach to SEN Support

High Quality First Teaching.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who

have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

The Leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will 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, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. At this stage, the pupil will be placed on the SEND register as a means of recording and monitoring the provision put in place for them.

Plan

Where children are not making expected progress, SEN support will be considered and an SEN Support Plan may be written. This will be a working document and will detail the desired learning outcomes, who will provide the support and the frequency of this support. A clear review date will be set. Parents must be notified and plans will be shared with parents at parent consultation evenings or at reviews with the SENDCO.

Do

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher retains responsibility for the pupil and their progress against set targets.

Review

The impact of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The class teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

For more complex and higher levels of need the SENDCO will work with parents and other agencies to begin collating evidence to support an Education, Health and Care Needs Assessment in accordance with CoP 6.63.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Ebor Gardens and Victoria Primary Academies also recognise factors which are not a special educational need but may impact on progress and attainment. These include:-

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Roles and Responsibilities

At Ebor Gardens and Victoria Primary Academies the Leadership Team (including the SENDCO) and the Governing Body are responsible for the monitoring and reviewing of provision for SEND in school.

The key responsibilities of the SENDCo are:

- To oversee the day-to-day operation of the school's SEND policy.
- To monitor, evaluate and review provision for SEND.
- To assist with and advise on, the teaching and assessment of children with SEND.
- To enable early identification of children with SEND, through meeting with class teachers, monitoring data and observing and assessing children in the classroom.
- To provide a link between school and outside agencies, make contact with these agencies and attend meetings when necessary.
- To provide a link for teachers who think a child may need outside agency support.
- To ensure that the school's SEND register is updated regularly.
- To ensure individual programmes of provision are written and reviewed termly.
- To meet with parents and pupils to discuss concerns and support needs and progress.
- To provide an annual report to governors.
- To organise annual and termly review meetings as required.
- To lead staff development for teachers and LSAs, to enable them to develop skills for teaching and identifying children with SEND.

The responsibilities of the Leadership Team in terms of SEND are:

- To ensure that the needs of SEND children are met within school.
- To allocate roles and responsibilities to staff so that pupil's individual needs are met.
- To monitor, evaluate and review provision for SEND
- To manage the budget and take responsibility for how the SEND and Pupil Premium budgets are allocated.
- To analyse data for groups of pupils and ensure provision is put in place.
- To hold Pupil Progress meetings with class teachers.

The key responsibilities for the Governing body are:

- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure the quality of SEND provision is continually monitored.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Executive Principal, Heads of School and SENDCO.
- Link Governor for SEND is Mr Scott Jacques

The key responsibilities of Class Teachers are:

- To ensure all children in class have access to a broad, balanced and rich curriculum.
- To provide learning experiences which are appropriate to the needs of each individual child.
- To monitor progress of their pupils and identify which children are not making adequate progress.
- To liaise with the SLT about children's progress, and raise concerns with the SENCO if a child needs additional support.
- To know which pupils in their class are on the SEND register and their level of need.
- To provide regular updates for parents and contribute to the review process.
- To write individual programmes of support for pupils identified as having a special educational need and/or disability and review these termly.
- To ensure LSAs are supporting pupils in their class, as directed.
- To attend appropriate INSET and courses.

The key responsibilities of Learning Support/Behaviour Support assistants are:

- To carry out activities and learning programmes, as directed and planned by the class teacher.
- To raise concerns about a child's progress or needs with the class teacher and the SENCo.
- To keep a record of any additional support work, stating frequency and with whom any interventions have been carried out.
- Discuss the progress and success of interventions regularly with the class teacher.
- To support children's needs in school as directed by the class teacher.
- To attend INSET and courses where appropriate.
- To be aware of the contents of the school SEND policy.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with an Education Health Care (EHC) Plan and those without.

All SEND paperwork should be passed to the SENCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting (either face-to-face or via telephone) will be set up between the feeder school and the receiving school to aid transition and ensure necessary provisions are put in place.

Accessibility

The school building has full disabled access and is DDA compliant.

Storing and Managing Information

Individual pupil SEN files are kept in a locked filing cabinet in the SENDCO office at each school. Electronic copies of documents are kept on the school's secure registration system, Arbor. Relevant documents are shared with parents, class teachers and support staff. When children leave our school to transfer to secondary school or to another primary school, the SENDCO will ensure that SEN files are transferred securely to the receiving school.

Supporting pupils at school with medical conditions

Pupils with medical conditions are supported within school to ensure that they have full access to education, including school trips and physical education. Staff receive necessary training to support children, and Healthcare plans are prepared and followed, with support from medical staff where appropriate. Further information can be found in our Medicines and Medical Needs Policy.

Allocation of Resources for Pupils with SEND

Resources for SEND are allocated from the school's annual budget. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

Where pupils meet Leeds City Council criteria, the school will apply for Funding For Inclusion (FFI) for individual children. The funding, if allocated, will be used to ensure the individual child has access to the curriculum and that appropriate provision is put in place.

SENDIF funding is available for pupils in nursery with low-level or emerging SEND and this is used to support early interventions.

Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable then they may be taken off of the SEND register. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the procedures outlined in this policy.

Working in Partnership with Parents

Ebor Gardens and Victoria Primary Academies believe that a close working relationship with parents is vital in order to ensure :

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

Parents and pupils can find additional information about how we support children with SEND and their families in our SEND Information Report, available on our school website or from the Headteacher. This also contains a link to Leeds LEA Local Offer for SEND.

Links with Other Agencies

Ebor Gardens and Victoria Primary Academies invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. Where external agencies are involved with individual pupils, parental consent will be sought and parents will be informed of any advice given. The SENDCO is the designated person responsible for liaising with such agencies.

Complaints

Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENDCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head of School/Executive Principal.

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.
To be reviewed January 2020

Mrs Helen Mills
SENDCO
Ebor Gardens and Victoria Primary Academy