

Yohden Primary School



Special Educational Needs and Disabilities Policy

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Statement of intent

This policy outlines the framework for Yohden Primary School to meet its duty and obligation to provide a high quality education to all of our pupils, including pupils with special educational needs and disabilities (SEND), and to do everything we can to meet the needs of pupils with SEND. This Policy was reviewed and updated in June 2018.

Through successful implementation of this policy, Yohden Primary School aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

Yohden Primary School will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- The special educational needs of children are identified, assessed and provided for
- Identify the roles and responsibilities of staff in providing for children's special educational needs
- Enable all children to have full access to all elements of the school curriculum

In our school, we aim to offer excellence and choice to all our children, whatever their ability or need. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation in a broad and balanced curriculum. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

1. Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

2. Identifying SEND

Yohden Primary School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

3. Early Years Foundation Stage

Yohden Primary School ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.

Yohden Primary School also listens to and addresses any concerns raised by children themselves.

At Yohden Primary School, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need. Ensuring that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (the SENCO)
- Inform parents when we are making special educational provision for their child.

4. Definition

For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

When reviewing and managing special educational provision there are four broad areas of need and support, which give an overview of the range of needs that should be planned for. Yohden Primary School reviews how well equipped we are to provide support across these areas:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

Social, emotion and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated,

as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory or physical needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

5. Children with specific circumstances

Looked after children: Children at our school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. Yohden Primary School has a designated member of staff for looked after children (LAC).

English as an Additional Language (EAL): Yohden Primary School gives particular care to the identification and assessment of the SEN of children whose first language is not English. Our school appreciates that a lack of competence in English is not equated with learning difficulties.

6. Objectives

Yohden Primary School plans to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice.
- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.

7. Admissions

Our school will ensure we meet our duties under the School Admissions Code by:

- Adopting fair practices and arrangements in accordance with our School Admissions Code for the admission of children without an EHC plan.

8. Roles and responsibilities

The SENCO/ Inclusion Team:

- manages the day-to-day operation of the policy;
- chairs termly inclusion meetings to review and identify support needed for children with SEN. Co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues and contributes to their professional development.
- oversees the records of all children with special educational needs;

- acts as the link with parents and carers, external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;

The governing body has a responsibility to:

- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to our school for pupils with disabilities.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Prepare the SEN information report and publish it on the website.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Ensure that the SENCO has sufficient time and resources to carry out their functions and provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.

- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.

The SENCO has a responsibility to:

- Be a qualified teacher.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school. They will work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

Class/subject teachers have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment, by planning lessons to address potential areas of difficulty.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the SENCO, Deputy Head and Headteacher.

9. Involving pupils and parents/carers in decision-making

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child.

Parents/carers will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

The support plans that Yohden Primary School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher will meet with pupils, and parents/carers of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

10. Graduated approach

Once a potential SEND has been identified, Yohden Primary School will employ the graduated approach to meeting the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Structured conversation will take place with the pupil's and parents/carers. The interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review will be discussed.
- Following the Structured Conversation, a SEN Support Plan is sent home to support the child's development. This plan will show short-term, achievable targets set for the child, developed in consultation with home, and the teaching strategies to be used.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

11. Assessment

Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Our school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

Our school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, our school will:

- Base decisions on the insight of the pupil and their parents/carers.
- Set pupils stretching targets.
- Track their progress towards these goals.
- Review additional or different provision made for them.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

12. Education health care (EHC) plans

Yohden Primary School will fully cooperate with the LA when research about the pupil is being conducted. All relevant teachers will be involved in contributing information to the LA.

If our school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision. Our school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, our school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through our school's existing provision.

If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

Our school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them. Our school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

Our school will ensure that any EHC plan information is kept confidential and on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.

Our school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

Our school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

13. Reviewing an EHC plan

Yohden Primary School will:

- Ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested. Appropriate people will be given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times. As well as seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

14. Data and record keeping

Yohden Primary School will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils. We will maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provision our school makes which is different or additional to that offered through the school curriculum on a provision map.

Our school keeps data on the levels and types of need within the school and makes this available to the LA.

15. Monitoring and review

The policy is reviewed on an annual basis by the SENCO in conjunction with the Headteacher and the governing body; any changes made to this policy will be communicated to all members of staff.

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.