



Skidby Church of England Primary School

SEN Policy

Policy Statement

Our School Vision: A Christian school in a small community, making a big difference.

Thessalonians Chapter Five tells us; *“Encourage one another and build one another up”*

Our School Values

There are many Christian values, but our school vision is underpinned by our core values:

- developing **Respect** for all,
- creating **Resilience** in the face of new and challenging circumstances and
- taking **Responsibility** for our thoughts and actions.

1. Inclusion Statement

Skidby CE Primary School is committed to creating a school in which the teaching, learning, achievements, attitudes and well-being of every member of the school matter. We seek to create opportunities for all children to achieve their very best academically and personally by encouraging them to become **resilient** learners who show **respect** and take **responsibility** for their own actions and learning. We aim to make the curriculum accessible to all in a stimulating learning environment in which success is celebrated in all areas. We strive to make everyone feel welcome. We endeavour to work with parents, children and other agencies as well as members of the community to create opportunities for positive outcomes for all of our children.

We take account on the Children and Families Act 2014, Disability Rights Code of Practice 2002 and the Special Educational Needs Code of Practice 2014 and any updated legislation within this policy.

At Skidby CE Primary School we are committed to the promotion and achievement of all of our learners. Our support for children with SEN is underpinned by the three principles of The National Curriculum:

- Setting suitable challenges
- Responding to our pupils' diverse learning needs
- Overcoming any barriers to learning and assessment for individuals or groups of pupils

This policy builds on our School Inclusion Policy which recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

2. Special Educational Needs

A child has Special Educational Needs if he or she has learning difficulties that call for special educational provision to be made. A child has SEN if he/she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.

- Has a disability which prevents or hinders the child from making use of the educational facilities of a kind provided for children of the same age in other schools within the LA.
- Is under compulsory school age and falls within the definitions above or would do so if special educational provision was not made for the child.

SEN Needs and Provision can be considered as falling into these 4 broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and or physical

Early identification of problems and needs is essential and we have a procedure in place which ensure a quick response to identifying such needs.

Once identified, KS1 and KS2 children will have a Termly Support Plan drawn up which details the additional needs they have, along with a few Smart Targets which aim to encourage individual progress within these areas. Pupils may be withdrawn for individual or group teaching to meet their Termly Support Plan targets and these are regularly assessed so that progress can be measured and more targets can be set to encourage further development. Some children will be supported in class with additional TA support provided for specific groups or individuals. Children may be withdrawn to participate in interventions, all of which are recorded on the school's Provision Map.

3. Our School Aims

Skidby CE Primary School aims to encourage children to be **resilient, responsible and respectful** learners and member of the school and wider community by:

- Promoting an effective working partnership between the school staff, parents and other agencies involved with the family to support and respond to the needs of the child and help them to achieve the best possible level of education.
- Providing a happy, secure and caring environment, which stimulates learning, encourages **respect**, a consideration for the needs of others and an understanding of the wider community.
- Encouraging the development of 'The Whole Child', ensuring the children increase their moral, spiritual, cultural and social awareness as well as building self-esteem, confidence, motivation and commitment to learning.
- Developing high standards of discipline based on mutual **respect** between adults and children within the school and wider community.
- Rewarding **resilience**, effort and achievement in all areas of the curriculum.
- Providing a well-balanced curriculum which encourages our pupils to become **responsible** learners and members of the school and wider community.
- Offering all children the same opportunities regardless of gender, race, disability or religious belief.

4. SEN Aims

In addition to the above for our SEN children we aim to:

- Ensure that all pupils have access to a broad and balanced curriculum and wider school opportunities where appropriate and through effective differentiation based on the needs of the child.
- Provide a differentiated curriculum appropriate to the child's individual needs and ability and help them to take **responsibility** for their own learning.
- Identify pupils with SEN as early as possible in their school career.

- Communicate effectively with parents and other agencies in order to support the child in school.
- Have high expectations in terms of behaviour and achievement and closely monitor the progress made.
- Reward pupils for **resilience, responsibility and respect** shown whilst learning – this may be through the school reward system or one developed specifically for a child with SEN.

5. Admission Arrangements

The Governing Body believe that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the SEN Code of Practice. Our admission arrangements reflect the inclusive nature of Skidby CE Primary School.

Allocation of Resources

All schools in the East Riding of Yorkshire LA receive funding for pupils with SEN in these main ways:

- The basic budget covers teaching and curriculum expenses for all pupils.
- The delegated SEN budget (based on the LA formula and generated in part by the numbers on the SEN Register in school) covers the additional support required.
- SEN Standards Fund, allocated annually to LAs by the DFES subject to matched funding. The East Riding of Yorkshire LA delegates the maximum amount to schools as per the DFES guidelines for Standards Fund. Schools are able to access over and above this amount by linking into SEN projects and training.
- Specific funds allocated to pupils with statements – EHC plans still impacts on the budget.

The costs of the SENDCO are set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEN. The DFES state that 'core or base budget' refers to the first two sources above.

Skidby CE Primary School follows LA guidelines to ensure all pupils' needs are appropriately met.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Use of Provision mapping based on the assessments to prioritise intervention work.
- Their performance in National Curriculum judged against level descriptions.
- Pupil progress in English and Mathematics National Curriculum.
- Standardised screening or assessment tools.
- Reports of observations.
- Records from early years settings and previous schools.
- Information from parents.

The above information, once gathered, will help to:

- Prioritise starting points for support within the class
- Assess learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences for planning next steps in learning.
- Involve parents in a joint home-school learning approach.
- Ensure appropriate teaching and learning experiences.
- Implement the graduated school response using the Assess, Plan, Do and Review model.

6. Roles and Responsibilities

SENDCO – Special Educational Needs and Disabilities Co-Ordinator

The Sendco plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Assisting teachers with identifying SEN, writing, implementing and reviewing Termly Support Plans and advising on a graduated response to providing SEN support.
- Liaising with parents, teachers and any other agencies involved with the child – Health and Social Care, Family Support Team, Educational Psychologist, Behaviour Support, Early Years provider.
- Being a key point of contact with external agencies and co-ordinating meetings between different agencies and the parents.
- Liaising with potential next providers of education to ensure the child and their parents are informed about their options and supported so that a smooth transition to another setting can be achieved.
- Collaborating with curriculum co-ordinators so that learning for all children is given equal priority and, along with the head teacher and school governors, ensuring that the school meets its responsibilities under The Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Contributing to in-school training of staff.

Teaching Staff

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being responsible and accountable for the progress and development on the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- Using high quality teaching, differentiated for individual pupils and responding to pupils who have or may have SEN, providing additional intervention and support where necessary.
- Making regular assessments of progress for all pupils, supported by the SEN or leadership team, and identifying those pupils who require extra support in order to maintain their progress.
- Working with the SENDCO to assess whether the child has a significant learning difficulty, especially if pupils continue to make inadequate progress despite teaching targeted at their areas of weakness.
- Setting high expectations of behaviour and achievement for all pupils, taking account of any specific needs pupils with SEN may have.
- Developing constructive partnerships with parents and involving them in the setting and assessing of Termly Support Plan targets as well as updating them on their child's progress.
- Be involved in the development of the school's SEN policy.

Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision taking account of The Code of Practice 2014.

- Keeping the Governing Body well-informed about SEN within school and supporting them to carry out their responsibilities.
- Working closely with the SENDCO.
- Ensuring that the school has clear and flexible strategies for working with and consulting parents, encouraging them to be actively involved in their child's education.
- Ensure that the school meets its responsibilities under The Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Governing Body

The role of the Governing Body is clearly outlined in the Governing Body Handbook. This role includes the following:

- Ensuring that provision of a high standard is made for pupils with SEN.
- Ensuring SEN pupils are fully involved in school activities.
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy, having regard for the Code of Practice 2014.
- Reporting annually to the parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget.
- Publish information about the arrangements for the admission or disabled children, the steps taken to promote inclusion for all, the facilities provided to assist disabled children and their accessibility plans.
- Ensure that arrangements are in place to support children with medical conditions.
- Co-operate to develop and review the Local Offer.
- Ensure that there is a qualified teacher designated as SENDCO for the school with a named governor identified to work with them.
- Ensure that anyone who wishes to make a complaint, including a complaint in relation to children with SEN, whether they have an EHC Plan or not, is treated appropriately using the Complaints Policy.
- Work with the Head Teacher to ensure that the school meets its responsibilities under The Equality Act 2010 with regard to reasonable adjustments and access arrangements.

7. Links to other policies

This policy links to the following policies:

- Accessibility
- Inclusion
- Behaviour
- Physical intervention and Restraint
- Children with medical conditions
- Intimate care guidelines
- Single equality
- Teaching and Learning
- Curriculum

Date adopted by the governing body: _____

Signed:

Chair of governors: _____

Headteacher: _____
