



Special Educational Needs and Disability (SEND) Policy

2021/2022

Annual Update: September 2021

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Child Protection
- Staff code of conduct
- Teaching, Learning & Assessment Policy
- Supply Teachers Handbook

Vision

At the Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will; LOVE, LEARN & THRIVE.

LOVE

We nurture each individual, build positive relationships with everyone and value their uniqueness.

LEARN

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

THRIVE

We develop children socially, emotionally, physically and spiritually, helping them to be the best versions of themselves preparing them well for their futures in a diverse world.

Our vision translates directly into this policy;

We are committed to providing an excellent education for **all our children**, regardless of need.

We are committed to ensuring through the curriculum and enrichment that:

- Everyone has access to the National Curriculum.
- Everyone has access to all school activities, including trips, residential and after school activities.
- All children with SEND are fully included in all school activities in order to promote the highest levels of achievement.
- We help all children achieve to the best of their abilities, despite any difficulty or disability they may have.

We will:

- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Work in partnership with parents/ carers, children and relevant external agencies in order to provide for children's special educational needs and disabilities.

We have a clear vision and principles in place to support our children overcome their barriers to learning and through effective planning we support every child to flourish academically, socially and emotionally and to experience success.

Follifoot Spofforth Federation

Special Educational Needs and Disability (SEND) Policy Update September 2021

The **Follifoot Spofforth Federation** are inclusive schools which believe that all children have an equal right to a full and rounded education which will enable them to reach their full potential. Children with SEN are educated alongside their peers in a mainstream inclusive setting where teachers make adjustments to their teaching in order to remove any barriers to learning and maximise the learning of all.

All children are encouraged to develop independent learning skills in a supportive environment and teachers recognise all children's learning differences and needs. We aim to provide every child with access to a broad and balanced education based on the National Curriculum and in line with the standards specified by the SEND Code of Practice (2014).

The person responsible for the coordination of SEN provision and the day to day implementation of the SEN policy for the **Follifoot Spofforth Federation** is Mrs Zara Chantler.

This policy should be read in conjunction with the following school policies: Child Protection Policy, Behaviour Policy, Equalities Policy, Complaints Policy, Accessibility Plan.

Aims

Our SEND policy and information report aims to:

- Set out how the **Follifoot Spofforth Federation** will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for children with SEN.

Legislation and guidance

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

- a) Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- b) 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.

Definition of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

Across all subjects, we ensure that the **Follifoot Spofforth Federation** meet the needs of every child, taking account of gender, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of children to ensure inclusion for all learners and that all children are prepared for full participation in a multi-ethnic society.

Our Objectives

- a. Identify the learning needs of children as early as possible using information gathered from parent/carers, teachers, early years' settings and external agencies.
- b. Remove barriers to learning and ensure that all children have access to the National Curriculum, by creating a learning environment where all children can achieve their full potential.
- c. Make appropriate provision using the graduated approach to SEN, which incorporates the expectations of the SEND Code of Practice 2014. This includes ensuring that the inclusive strategies and additional provision made is effective. This is achieved through close monitoring to ensure that all children's needs are being met and making adjustments as necessary.

- d. Carry out additional assessment where necessary to enable the development of effective strategies for support.
- e. Ensure that all staff understand how the responsibilities for SEN are shared in the school.
- f. Work with parents to gain a better understanding of a child's needs, to involve them in their child's education and to enable them to understand the procedures and practices that exist in relation to SEN.
- g. Provide parents of children with SEN with regular feedback on their child's progress and include them in the process of developing appropriate provision.
- h. Work with outside agencies when the children's needs cannot be met by the school alone.
- i. Share with the community the outcomes of the SEN policy.
- j. Ensure that all staff have relevant training and information about SEN.
- k. Ensure that SEN policy is linked to the School Development Plan and budget setting process.
- l. Ensure that all school policies are consistent with the aims of the SEN policy.
- m. Create a school environment where all children feel valued, safe and are able to take the risks needed for effective learning. This includes encouraging relationships with adults in school where children feel safe to voice their opinions of their own needs to members of staff. Progress of all children are carefully monitored.

Roles and Responsibilities

The person responsible for the co-ordination of SEN Provision and the day to day implementation of the SEN policy is Mrs Zara Chantler.

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The Special Educational Needs Coordinator (SENCO)

The SENCO (Mrs Zara Chantler):

- Works with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Has day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have Education Health Care Plans (EHCP's).
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching.
- Contributes to staff INSET
- Provides advice on the graduated approach to providing SEN support.
- Provides advice on the deployment of resources to meet children's needs effectively.

- Is the point of contact for external agencies, especially the local authority and its support services.
- Liaises with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned.
- Works 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.
- Ensures the school keeps the records of all children with SEN up to date.
- Arranges Annual Review meetings for children with Education, Health and Care Plans.

Class Teachers

All teachers within the **Follifoot Spofforth Federation** are teachers of children with special educational needs and they are responsible for the progress and provision of all children in their class.

It is the responsibility of all staff to:

- recognise that each child at **Follifoot Spofforth Federation** is special;
- recognise that each child will have their own individual strengths;
- recognise and nurture the talents of each child.

Each class teacher is responsible for:

- The progress and development of every child 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 child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Teacher's Standards' (Relevant Sections)

- Set goals that stretch and challenge pupils of **all** backgrounds, **abilities** and dispositions
- **Adapt teaching to respond to the strengths and needs of all pupils**, know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a **clear understanding of the needs of all** pupils, including those with **special educational needs**; those of high ability; those with English as an additional language; those with disabilities; and be able to **use and evaluate distinctive teaching approaches to engage and support** them.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards

- in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teaching Assistants

- Teaching Assistants will support teachers in enabling children with SEND to have access to an appropriate curriculum.
- Teaching Assistants have an important part to play in promoting the inclusion and independence of all children.
- Teaching Assistants enable the Class Teacher to spend high quality time with vulnerable children and those with SEND.
- Teaching Assistants access daily liaison time with the Class Teacher for planning, preparation and discussion regarding effective deployment.

The Governing Body

The governing body oversees special educational needs within its work and has specific oversight of the school's arrangements and provision for meeting special educational needs.

The governing body:

- Ensures the school fulfil their legal duties relating to the SEND Code of Practice
- Ensures that the school has suitable arrangements for consulting with parents.
- Ensures that the school is co-operating with the Local Authority in developing the Local Offer, and when the school is being named in an EHC plan.
- Ensures that arrangements are in place to support children with medical conditions.
- Ensures that the school publishes information about the arrangements for the admission of disabled children, the steps taken to ensure equal opportunities for disabled children, the facilities provided to assist access of disabled children, and their accessibility plans.

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 school.

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.

SEN Information

The examples of SEN that are provided for across the **Follifoot Spofforth Federation**

The **Follifoot Spofforth Federation** currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, 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,
- Moderate learning difficulties.

Identifying and providing for children with SEN- The Graduated Approach

The graduated approach recognises that there is a wide variation in terms of the needs of children with SEN and the range of provision available reflects this. It also ensures that children with SEN have been correctly identified.

The use of a graduated approach is underpinned by the SEN Code of Practice and uses a process known as Assess, Plan, Do, Review to respond to the needs of children experiencing difficulties at school. It is completed on a termly basis where appropriate and parents are closely involved in the process.

Initial Concerns

Initial Concerns about children who are not currently identified as SEN may arise from different sources including but not limited to:

- Teacher and staff observations,
- Pupil progress meetings and progress tracking,
- Parental concerns.

When initial concerns are identified class teachers will:

- Begin to collate information obtained through observation, class assessments and checklists about how the child is learning to inform actions to address the concerns.
- Where a child appears behind expected levels, or where their progress gives cause for concern, teachers will observe and monitor the child's learning and talk to parents/carers and the child (as appropriate) to gather information.
- Discuss any concerns with parents and obtain their perspective on their child and discuss with them the approaches that can be adopted to address the difficulties through working together.
- Initially children will receive 'quality first teaching', targeting their learning needs and differentiated to meet their needs. Children will be monitored and the impact of strategies in place will be evaluated.
- The child is formally recorded by the school as being under observation on the class watch list due to concern by parent or teacher, but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

If after the above, progress is at a satisfactory level, the current provision may continue, or the child may no longer be a cause for concern. When, despite high quality provision to address concerns, a child has failed to make progress after a term, the teacher may begin to involve the SENCO in developing support and provision for the pupil.

The SENCO will:

- Review the actions taken and the information gathered by the teacher in order to ensure the process has been robust.
- Discuss with the teacher additional approaches that may be helpful.
- Decide if additional diagnostic assessment would add to the information available.
- Use the additional information to inform a school decision about whether the child has Special Educational Needs.

The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. Once a child is identified as having SEND, they will be placed on the school **SEN Register as SEN Support**.

Special Educational Needs SEN Support

Children on SEN Support need a SEN Support Plan. Each plan includes:

- Child's own voice
- Strengths and challenges/barriers to learning
- **Targets** (linked with challenges/needs /outcomes sought)
- **Provision** and expected impact
- You can help me- Please do, Please Don't
- Review of targets
- Child's own voice review
- Parent view and check

Processes for informing parents when a child is first placed on SEN Register

- Parents to be informed at a meeting with class teacher and SENCO when their child is placed on the SEN register.
- Parents are then introduced formally to the SENCO and given contact details should they need them as well as information about what it means in relation to their child being placed on the SEN Register.
- Parents to be given detailed information about why their child is on the register, what their child's barrier is to their learning, their target and the support in place for their child in school.
- Parents to be provided with supporting resources to help their child at home as needed.
- Parents given a copy of their child's Support Plan and a review meeting arranged for the following term.
- Parents asked to sign a copy of the Support Plan for school records.

Processes for children already on the SEN Register

- Meetings to take place as part of parent consultation meetings with all parents asked if they would like to meet with the SENCO as well as the class teacher. Due to logistics, if parents request a meeting with the SENCO and class teacher, these meetings may need to be held at a different time to allow all to attend and give sufficient time to discuss needs.
- Parents to be given detailed information about why their child is on the register, what their child's barrier is to their learning, their target and the support in place for their child in school.
- Parents to be provided with supporting resources to help their child at home as needed.
- Parents given a copy of their child's Support Plan and a review meeting arranged for the following term.
- Parents asked to sign a copy of the Support Plan for school records.

ALL MEETINGS TO BE HELD BY HALF TERM OF THE AUTUMN TERM

Review meetings

- Accurate information passed onto parents at the review meeting about the progress made towards meeting targets and the impact of the support in place.
- New targets shared and discussed alongside the support needed, including any new resources needed for parents at home.
- Open and honest conversations with parents about progress made and academic levels.
- Review date set for Summer term at Spring term review meeting.
- Parents asked to sign a copy of the Support Plan for school records.

ALL REVIEW MEETINGS TO BE HELD IN THE FIRST TWO WEEKS OF THE SPRING AND SUMMER TERM.

Additional Support

If additional support beyond that available in school is required, children may work with professionals from a range of agencies: a specialist teacher, the Educational Psychologist, Speech and Language Therapist etc. These specialists may work with individuals or groups; carry out assessments; meet with parents; or offer specialist advice to home and school.

Where a child's needs are profound, we will, in consultation with the local authority complete an EHCAR in which the child, parents, school and other professionals working with the child will contribute. Following submission of an EHCAR, the LA undertake a statutory assessment to ascertain if an EHCP is required.

Where a child has medical needs, the school will put in place a care plan to identify any additional provision that will be needed and who will be responsible for ensuring that the child's medical needs are adequately met.

Teachers continue to have responsibility for ensuring that provision and classroom support are delivered in accordance with the agreed plan, and for maintaining dialogue with parents. They do this with the advice and support of the SENCO as necessary.

The SENCO is likely to:

- Meet with class teacher and parent/carers to assist with the assess/plan/do/review process.
- Carry out additional diagnostic assessments or observations.
- Research additional information to support teachers.
- Suggest additional or different provision to secure progress.
- Monitor the impact of additional and different provision, and jointly

review the pupil with the class teacher and parents.

- Plan the next stage of provision, remaining involved in the assess/plan/do/review process for as long as necessary, with increasing amounts of involvement for children with the highest levels of need.
- Refer the child to an appropriate external professional for further advice (in the event of a child continuing to have difficulties).
- Consider recommendations made by external professionals and ensure that class teachers are aware of these, overseeing their implementation.
- To consider each pupil's progress and provision; the level of SENCO involvement would generally increase for pupils with the most complex needs.

Education Health Care Plans

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. It would usually be expected that the graduated approach had been fully utilised before an application is made.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including parents/carers, teachers, SENCO, North Yorkshire Support Services professionals, Social Care and Health professionals.

Information will be gathered relating to the actions taken over time using the graduated response, the current level of provision and the outcomes of targets that were set, and the advice received from external professionals.

A decision about whether statutory assessment will proceed is made by the Local Authority, based on this information. Following Statutory Assessment, a decision is made by the Local Authority about whether to issue an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a Statutory Assessment or an EHCP, or against aspects of an issued EHCP that do not reflect their wishes.

Once the EHCP has been completed and agreed, it becomes part of the child's formal record and is reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Children with an EHCP

EHCP's contain detailed information about the child's strengths and areas of need and the provision needed to meet those needs. EHCP's are statutory documents and annual reviews take place to monitor progress made towards targets and to review the strategies for support and provision in place.

Alongside the EHCP, the child will have a Special Educational Needs- EHCP Plan which details the child's views, the targets from their EHCP and a Please Do and Don't section.

As with SEN Support children:

- Meetings to take place as part of parent consultation meetings with parents asked if they would like to meet with the SENCO as well as the class teacher. Due to logistics, if parents request a meeting with the SENCO and class teacher, these meetings may need to be held at a different time to allow all to attend and give sufficient time to discuss needs.
- Parents to be provided with supporting resources to help their child at home as needed.
- Parents given a copy of their child's Support Plan and EHCP and a review meeting arranged.
- Parents asked to sign a copy of the EHCP Support Plan for school records.

Partnership with Parents

We believe that parents are 'experts' on their own children and we aim to work in partnership with them. When a child has Special Educational Needs (SEN), the views and wishes of parents are fully taken into account, and we will involve them and keep them informed through half termly to termly consultations with them. We will often seek additional dialogue with parents and may also use home/school books/emails for some pupils.

Child's View

We encourage children to talk to us about their experiences at school, and we actively seek the views of children with SEN using child centered approaches, in order to help us plan best how to help them at school.

Children contribute to their SEN Support Plans and learning outcomes are discussed with them, using child friendly language and visual support where appropriate.

Partnerships with other agencies

Other agencies that support us include, but are not confined to:

North Yorkshire Support Services (Education) SEND Hubs:

- SEN team
- Cognition and Interaction C&I Team
- Social, Emotional and Mental Health SEMH Team
- Cognition and Learning C&L Team
- Occupational Therapist (Home Independence)
- Educational Psychology

Integrated Therapy Service (NHS)

- Paediatric Physiotherapists;
- Paediatric Occupational Therapists;
- Paediatric Speech and Language

Therapists. NHS Paediatricians

Child and Mental Health Services (CAMHS)

Where support is for an identified, individual pupil, parental consent will be gained before any support is undertaken.

Safeguarding and child protection

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils being more prone to peer group isolation than other pupils;
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

The Federation Safeguarding and Child Protection policy and procedures sets out how we will keep children safe. Adults working with children and young people with SEND are aware of the additional vulnerabilities of some children, including children with special educational needs and disabilities (SEND).

How Special Educational Needs is funded in our schools

Funding for SEN follows the nationally directed process, based on:

- The amount allocated for each individual child attending a school (Element 1)
- An amount allocated to the school, based on a nationally applied formula, which is available to support all additional SEN provision at school (Element 2)
- Higher Needs Funding is 'top up' funding (Element 3). This is available for children who meet specific criteria in terms of need and provision requirements. This money is available from a fund held centrally by schools and managed on their behalf through an Annual Audit process arranged by the local Authority.

Our funding for SEN is allocated to maximise the support for pupils with SEN through closely monitored additional and extra provision and support.

It is the responsibility of the Head Teacher, Governors and SENCO to agree how resources are allocated within school.

Evaluating the effectiveness of SEN Provision

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

- Reviewing pupils' individual progress towards their learning outcomes each term
- Reviewing the impact of interventions after 6-8 weeks,
- Using pupil questionnaires,
- Using parental questionnaires and feedback from SEN Support Plans
- Monitoring by the SENCO,
- Holding annual reviews for pupils with EHC Plans.

Monitoring Arrangements

Our schools use a combination of lesson observations and learning walks, work scrutiny, pre and post intervention assessments and pupil progress to monitor the effectiveness of the implementation of the SEN Policy.

As part of the overall monitoring process different cohorts are reviewed in terms of the progress they are making, including SEN pupils, and those with disabilities.

Admission Arrangements

All pupils are welcomed at the **Follifoot Spofforth Federation** and we do not discriminate against pupils on grounds of disability.

The admission arrangement for all pupils is in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC plans, those with disabilities and those without. Our Accessibility Plan is reviewed regularly to ensure it is in line with the SEN and Disability Act 2001.

Transition Arrangements

Children entering school with Special Educational Needs are discussed with their previous school or setting and a school entry plan is arranged, attended by the team of professionals involved, if that is appropriate.

Pupils with SEN leaving our school are discussed with the SENCO of the receiving school in advance, and where needed, an additional programme of transition activities are arranged, tailored to individual needs.

Training

CPD requirements in relation to SEN are reviewed through an audit of training received. This is linked to identified needs in relation to the School Improvement Plan and informs the SEN Action Plan.

Complaints about SEN provision

Through consultation with everyone involved, we hope that reasons for complaint will seldom occur. However, should anyone have cause for complaint, it should be brought to the attention of the SENCO as soon as possible. In instances where the SENCO is not available, it should be brought to the attention of the head teacher.

Complaints will be dealt with according to the school's complaint procedures.

Associated documents

1. Meeting the needs of vulnerable learners in our classrooms- guide for school staff 2021/2022
2. Special Educational Needs and Disability (SEND) Information Report 2021/2022
3. Our Graduated Approach to Special Educational Needs 2021/2022
4. Our Graduated Response to Social, Emotional and Mental Health 2021/2022
5. Guide to SEND for parents 2021/2022
6. Provision Maps 2021/2022

Persons/body responsible for updating	Zara Chantler
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