



Special Educational Needs & Disabilities Policy

SENCo- Miss Duggleby

Aim

To promote the successful inclusion of pupils with special educational needs and disabilities.

At Market Weighton Infant School we aim to ensure all pupils have access to a broad and balanced curriculum. We adapt our curriculum and teaching strategies as appropriate to meet the child's needs, so that pupils with SEND (Special Educational Needs & Disabilities) can take as full a part as possible in all school activities. We do this with great care and discretion, taking the child's feelings into account.

Objectives

In making provision for pupils with special educational needs and/or disabilities, our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2014 and The Equality Act 2010, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs;
- To use our best endeavours to make sure that a child with SEND gets the support they need.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- To identify and assess the pupils with special educational needs and disabilities (SEND) as early as possible;
- To provide support and advice for all staff working with pupils with special educational needs;
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils;
- To provide a graduated approach in order to match educational provision to pupils' needs;
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them;
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs and disabilities;
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and disabilities and are able to exercise them;
- To monitor our effectiveness in achieving the above objectives.

Identifying Special Educational Needs and Disabilities

Children have special educational needs 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 has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others the same age; or
- b) have 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.

The SEND Code of Practice 2014 identifies four broad categories of need:

1. **Communication and Interaction.** This includes children and young people with speech, language and communication needs, and also likely to apply to children and young people with ASD – including Asperger's Syndrome and Autism Spectrum Disorder.
2. **Cognition and Learning.** Including moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
3. **Social, emotional and mental health difficulties.** Children and young people with social, emotional and mental health difficulties may struggle to cope with school routines and making and sustaining relationships.
4. **Sensory and/or physical needs.** This includes vision and hearing impairment – or multi-sensory impairment – and some children with a physical disability who may require additional support to access all the opportunities available to their peers.

While these four areas are identified as the primary areas of need for a child we identify the needs of the pupils by considering the needs of the 'whole' child, not just the special educational needs of the child.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a 'Looked after Child', health and welfare, being in receipt of Pupil Premium, but these alone do not constitute Special Educational Needs.

Behaviour

The Code no longer allows for the identification of behaviour to describe SEND. Any concerns we may have about a child with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above.

A Graduated Response to SEND support

In line with the SEND Code of Practice 2014 the school operates a four-stage graduated approach:

1. **Assess:** the class teacher and SENCo should clearly analyse a pupil's needs before identifying a child as needing SEND support
2. **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEND support
3. **Do:** the class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date

Educational, Health and Care Plan

The majority of children and young people with SEND will have their needs met within the local mainstream early years' providers, schools or colleges. A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP) when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHCP.

STAGE 1

Quality First Teaching, including, where appropriate, the use of interventions.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to intervention sessions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

STAGE 2

SEND Support – Personal Support Plan (PSP)

- Pupils will be offered SEND support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offered for all pupils in the school. i.e. they have a Special Educational Need as defined by the SEND Code of Practice 2014.
- Children who have been identified as having a sustained Special Educational Need will be placed on the school's SEND register and the parents will be informed that special educational provision is being made.
- In consultation with the child's parents, a PSP will be created. The PSP is used as a planning, teaching and reviewing tool which enables staff to focus on particular areas of development or specific provision that is required for pupils with special educational needs.
- A PSP is seen as a working document which can be constantly refined and amended as needed. Parents will be kept informed if it is felt that any amendments need to be made prior to the next review date.
- The PSP will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.
- Termly reviews of the PSP will be carried out with the class teacher, SENCo, parents and the child. New targets and provision will be discussed and agreed upon at the review meeting, and a new plan will then be written.

STAGE 3

EHC Plan (EHCP)

- Where a child has severe or complex difficulties, they may need additional support from the Local Authority and an Education, Health and Care needs assessment will be requested.
- The assessment process may result in the production of an Education Health and Care (EHC) plan for the child. This provides additional High Needs Funding to enable school to continue to support that child.

Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- differentiated work as part of quality first teaching
- interventions
- small group withdrawal
- individual class support / individual withdrawal
- additional homework

Identification

Early identification of SEND is vitally important and the school makes every effort to identify these needs. Identification is achieved through any of the following means:

- contact with parents who express concern over their child's progress
- classroom monitoring and observation by the class teacher
- results of assessments made by the class teacher or SENCo
- pupil progress meetings
- discussion between school staff and where necessary, outside agencies

Assessment and Monitoring

The school closely monitors the progress of all pupils, including those with special educational needs and disabilities. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed regularly by class teachers in collaboration with parents, the SENCo and the pupils themselves.

Training and Resources

Resources

Funding for SEND:

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' funding allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6,000 for additional support required by children with higher support needs, from the notional SEND budget
Element 3 High Needs Top Up	Top up funding from the Local Authority to meet the needs of individual pupils with an EHC Plan

Training

Every effort is made to ensure staff training needs are identified and met.

The SENCo attends:

- SENCo Forum Meetings
- SENCo Annual Conference
- Other relevant courses, the information and knowledge is then shared with school staff.

Roles and Responsibilities

The Role of the Class Teacher

Children with Special Educational Needs and/or disability remain the responsibility of the Class Teacher.

As part of their role they should:

- Plan a broad and balanced curriculum. Assess and plan differentiated activities.
- Work with the SENCo and other staff members to identify and meet the needs of a child with special educational needs.
- Employ learning strategies and programmes which will cater for SEND.
- Plan and write Personal Support Plans (PSP), with the help of the SENCo where appropriate.
- Produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEND to experience success.
- Assess and review progress and keep records.
- Inform and explain the procedure to parents,
- Meet with parents to review the PSP and talk about possible new targets.
- Ensure that parents receive a copy of the PSP and sign the school copy.
- Liaise with Teaching Assistants who are working with children with SEND.
- Participate in regular SEND meetings and training.

The Role of the SENCo

The Special Educational Needs and Disabilities Co-ordinator (SENCo) is Miss Duggleby.

The SENCo's responsibilities include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.
- Support staff with the creating and monitoring of any PSP's.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustment and access arrangements.
- Take the lead in liaising with the Emotional Literacy Support Assistants (ELSAs) to plan provision for emotionally vulnerable pupils.

- Ensure that the school keeps the records of all pupils with SEND up to date.

The Role of the Governors

- Ensure a member of staff is the designated SEND co-ordinator.
- Ensure the necessary provision is made for pupils with SEND.
- Consult with the Local Authority and other bodies to co-ordinate SEND provision.
- Publish a SEND policy.
- Publish information in the Annual Report to Parents on: -The success of the SEND policy, any significant changes, any consultations with other schools, the Local Authority etc, the allocation of resources.
- Ensure that pupils with SEN and disabilities have full access in all areas of school life. Ensure that a summary of the SEND policy is included on the school website.
- Consult with the Local Authority about appropriate staff training in SEND.
- Have regard to the Children and Families Act 2014 and the SEND Code of Practice 0-25

The SEND Governor is Mrs Lazenby. The SEND Governor and SENCo meet on a termly basis to ensure a school governor is kept well informed and to monitor the progress of children with SEND.

Other relevant roles

Designated Teachers for Child Protection- Mrs Kay-Wood

Designated Teacher for Looked after Children – Miss Leetham

Designated Teacher for Pupil Premium - Mrs Kay-Wood

THE SCHOOL'S COMPLAINT PROCEDURES

Parents should not hesitate to contact school if they have any concerns or comments about the provision made for their child at the school. The first point of contact will be the class teacher, then the SEN Co-ordinator, Miss Duggleby who will try to deal with the concern as efficiently and effectively as possible. If the parent is unhappy with the response from the SEN Co-ordinator please speak to Mrs Kay-Wood or refer to the school's complaints procedure which is available on the school website.

Equality Analysis Impact

This policy was written with reference to and in consideration of the school's Equality Policy.

Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? **No**

Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**

Any questions or concerns regarding this policy should be made to the headteacher.

Person Responsible: Miss Duggleby (SENCo)

SEND Policy to be reviewed annually

Date of next review: Spring 2025