



The North Wolds Federation

SEND Policy

October 2014

The Aims of the schools in the Federation.

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the needs and ability of the individual.
- To ensure the rapid identification of all pupils requiring SEN and/or Disabilities provision as early as possible in their time at school.
- To ensure that SEN and/or disabled pupils take as full a part as possible in all School activities.
- To ensure that parents of SEN and/or disabled pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN and/or disabled pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their time at school. In implementing this policy, we believe that pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. This policy should be read in conjunction with the School Behaviour Management, Safeguarding, Inclusion Policies and the SEND Working Practices document.

Definition of Special Educational Needs:

A child has educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or 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 educational facilities provided for children of the same age in other Schools or Academies in the LEA.

Special Educational Provision means :

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained Academies. [1993 Education Act]

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Our schools will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and/or disabilities.

Staffing

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| The SEND team consists of – SENCO | Mrs Lianne McGagh |
| SEND Administration MR | Mrs Caroline Matthews |
| SEND Administration NCPS | Mrs Gemma Hall |

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| The named SEND Governor is | Mrs Sarah Robertson |
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Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and/or Disabilities and has due regard for the Code of Practice, in that 'All Schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN and/or Disabilities. Pupils with SEN and/or Disabilities but without statements must be treated as fairly as all other applicants for admission'

Inclusion

This policy builds on the School Inclusion Policy and Working Practices document and local offer which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy 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 and/or Disabilities.

Evaluating the Success of our Policy

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are identified in the School Development Plan.

In evaluating the success of this policy, the School will consider the views of teachers, parents, pupils and external professionals.

Pupil progress will provide evidence for the success of the SEND policy.

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Funding is provided by the LEA to meet the needs of pupils with a Statement of Educational Need, but only for Band 6 and over. Additional funds are provided for pupils at SEN Support/Support plus as well as funding from the School's own resources.

Identification, Assessment and Provision

At the North Wolds Federation we have adopted a whole School approach to SEN and/or Disabilities policy and practice. Pupils identified as having SEN and/or Disabilities are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the School.

The SEN Code of Practice (2014) makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN and/or Disabilities and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN and/or Disabilities can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN and/or Disabilities provision.

Early Identification

Early Identification of pupils with SEN and/or Disabilities is a priority.

A variety of strategies are used –

- Screening/diagnostic tests
- Teacher reports or observations
- Records from Pre School/previous schools
- Information from parents
- National Curriculum results
- Pupil work
- Reports/information from outside agencies

SEND Provision

On entry to the School each pupil's attainment will be assessed in order to ensure continuity of learning from Pre Schools or previous schools. Our schools have close working relationships with all our local Pre Schools.

The main methods of provision made by the School are –

- Quality First Teaching. Clearly differentiated lessons for all pupils. (Wave 1)
- Intervention in small groups. Working with a teacher, teaching assistant or learning support assistant (Wave 2)
- In class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- One to one support (Wave 3)

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will clearly follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs and/or disabilities. It will be necessary to assess

their proficiency in English before planning any additional support that might be required. Pupils will not be placed on the SEN and/or Disabilities Register because they are EAL.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Progress can be identified as that which – narrows the attainment gap between pupil and peers

- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves on the pupils previous progress
- ensures full curricular access
- shows an improvement in self help and social or personal skills
- shows improvement in the pupils behaviour
- is likely to lead to further education, training or employment

Teaching SEND pupils is a whole School responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils abilities, aptitude and interests. Some pupils may need increased levels of provision and support.

SEN Support

SEN support is characterised by interventions that are different from, or additional to the normal differentiated curriculum.

SEN Support can be triggered when pupils -

- made little or no progress
- demonstrate difficulty in developing literacy/numeracy skills
- show persistent emotional/behavioural difficulties which are not responding to behaviour management strategies
- have sensory/physical problems
- experience communication and/or interaction problems

If the School decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teacher, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes.

Nature of Intervention

The SENCo, in collaboration with the class teacher, will decide the action required to help the pupil progress.

This might be –

- deployment of extra staff to work with the pupil
- provision of alternative learning materials/special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to develop more effective strategies
- access to LEA support services for advice on strategies, equipment or staff training

SEN Support (Plus)

SEN Support (Plus) intervention will usually be triggered through continued concern that, despite receiving support at SEN Support, progress, as outlined above, is not being made.

External support services will then be asked to assess the pupil and suggest specialist strategies. These may be implemented by the class teacher but involve other adults. Outside agencies may come into School to work with these pupils.

Request for an EHC (Education, Health Care Plan)

The School will request an EHC from the LEA when, despite an individualised programme of sustained intervention within SEN Support Plus, the pupil remains a significant cause for concern. Parents may also request an EHC. EHCs will normally be provided where the LEA considers the pupil requires provision beyond what the School can offer. The LEA may then provide additional funding to the School to enable this to happen.

Review of EHCs

EHCs must be reviewed annually. These reviews must include all appropriate outside agencies as well as parents and pupils.

Provision Mapping

This will be used to monitor the support given to pupils and analysed to check that interventions are effective. A provision map will be opened in term 1, 3 and 5 and closed in 2,4 and 6, respectively.

Pupil Profiles

Strategies for pupils progress will be recorded in a pupil profile containing information on –

- the child's likes/dislikes
- details of the main area/s of need
- what the child needs help with
- teaching strategies
- provision made

The pupil profiles will be reviewed at consultation evenings in October and March and through the reporting process in July.

The Role of the SENDCo

The SENDCo plays a crucial role in the School's SEN and/or Disabilities provision. This involves working with the Headteacher and the Governing Body.

Other responsibilities include –

- overseeing the day to day operation of the policy
- co-ordinating the provision for pupils with SEN and/or Disabilities
- liaising with and giving advice to fellow teachers
- managing learning support assistants
- overseeing pupils records
- liaising with parents

- making a contribution to INSET
- liaising with outside agencies

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN and/or Disabilities include –

- ensuring that provision of a high standard is made for SEN and/or Disabilities pupils
- ensuring that SEN and/or Disabilities pupils are fully involved with School activities
- having regard to the Code of Practice
- reporting to parents on the Federation SEND policy

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN and/or Disabilities pupils. This training forms an integral part of the Federation's CPD programme.

Partnership with Parents/Carers

The North Wolds Federation firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEN and/or Disabilities to achieve their potential. SEN and/or Disabilities pupils will also be encouraged to take part in the decision making process.

Complaints Procedure

The School's complaints procedure is outlined in the School's prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parent if required.

Links with External Agencies

The School recognises the important contributions that external support services make in assisting to identify, assess and support SEN and/or Disabilities pupils.

These agencies include –

- STAP's-Educational Psychologists, Social and Communication Outreach and Specialist Teachers
- Medical Officers
- Speech Therapists Emotional and Behavioural Support Service {EBSS}
- Hearing Impaired Service
- Visual Impaired Service
- Social Services
- Community Police
- Education Welfare Service
- Child and Adolescent Mental Health Service
- Learning Support Service
- SALT-Speech and Language Therapy

SEND Policy Review

The Federation considers the SEN and/or Disabilities policy document to be important and will review it on a regular basis. The outcomes of this review are used to inform the Strategic School Development Plan.

Reviewed September 2014

Signed Head teacher

Date

Signed Chair of Governors

Date