



ACOMB PRIMARY SCHOOL

Acomb Primary School
Special Educational Needs Policy

This policy explains how we support children with SEND and their families

Approval Date: February 2020

Review Date: September 2021

Member of staff responsible: Liz Johnson



SENDCO: Miss Johnson
Governor for SEND: Mrs Aitchison

Rationale

At Acomb Primary School, we aim to remove barriers to learning, developing high standards of education, to enable all children to reach their full potential, intellectually and socially and be included fully in our school community, without discrimination. [Special Educational Needs and Disability Code of Practice 0-25 2014 6.12 and Special Educational Needs and Disability Code of Practice 0-25 2014 6.40].

The SEND Coordinator is Miss Liz Johnson. She can be contacted through the school office or by email – ljohnson@acomb.pmat.acadmey The SEN governor is Mrs Debbie Aitchison.

At Acomb Primary School, we are committed to providing a high quality education to all children who are part of the school community. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life. We strive to provide an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners. ☒

This policy describes the way that we meet the needs of children who experience barriers to their learning, which may arise from difficulties with communication, learning, social, emotional or mental health. In addition, the barriers may arise from difficulties with sensory or physical impairment. Environmental factors may also need to be considered, including barriers which might occur because of the learning environment they experience in school. We aim to identify the needs of pupils as they arise and provide teaching and learning situations which enables every child to reach their full potential. It is the responsibility of the school to provide high quality learning experiences which meets the needs of all learners and we will always strive to consider what adaptations and additional differentiation we need to provide to include every one.

Aims:

The aims of our special educational needs and disability (SEND) policy at Acomb Primary School are:

- To liaise with early educational services and settings, effectively, in order to identify children with SEND and provide provision from an early stage to improve our chances of success in removing barriers to learning.
- To ensure children with SEND are identified throughout the school at the earliest point and then make effective provision Code 6.11
- To ensure that the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Code 6.5
- To adhere fully to the Fundamental Principles of the Code of Practice, Code 1.1, having regard for;
 - the views, wishes and feelings of the child and the child's parents ☒
 - the importance of the child and their parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions ☒
 - the need to support the child and their parents in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

- To ensure the Children and Families Act 2014, the Equality Act 2010, the SEN and Disabilities Act and the Special Educational and Disability code of practice: 0-25 years 2014 are implemented effectively across the school.
- To provide appropriate provision for children with SEND that is different from, or additional to, the usual differentiated National and School Curriculum, using appropriate resources, including human resources, to support each child effectively.
- To provide a secure and supportive environment in school, where guidelines to learning and behaviour are clearly stated and positively promoted, with rewards and sanctions communicated and consistently used.
- For each teacher to plan work for their class, ensuring that children with SEND are catered for and involved fully in the classroom; involving teaching assistants and/or the Special Needs Co-ordinator in the planning.
- To ensure that children with SEND have a 'My Support plan' (MSP) where targets have been set and implemented by the staff involved in that child's learning/behaviour or are monitored by teachers, SLT and other professionals. These targets will be monitored and evaluated termly, so that future targets can be set that promote continued learning for the individual.
- To support children with more complex and severe SEND, involving external agencies and following the 'Education Health Care Plan' (EHCP) procedures to provide the level of provision needed for that child.
- To encourage children to participate in their own learning/behaviour, identifying areas of development themselves, setting targets and working towards achieving these targets (with support from school), and to accept some accountability for their own success in these areas.
- To involve parents fully in their child's education, keeping lines of communication open, to provide a consistent and cooperative approach between home and school.
- To continue to develop the role of the ELSA (Emotional Literacy Support Assistant) in promoting the pastoral welfare of children with specific needs.
- To enable children to move on from us, well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary School life.

Guidance

Provision for children with special educational needs is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs. It is the class teacher's statutory responsibility to provide Quality First teaching for all pupils, including those with SEND.

The particular roles of the Governors, Head Teacher and Special Educational Needs Coordinator at Acomb Primary School are outlined below.

The Role of the Governors

- The Governing Body of Acomb Primary School will do its best to ensure that the necessary provision is made for any pupil who has SEND.
- They will monitor and review the effectiveness of the school's policy and provision for SEND pupils.
- The named governor with particular oversight of the school's arrangements and provision for meeting special educational needs is Mrs Debbie Aitchison.
- The Governing Body has a statutory duty towards all children who have special educational needs. In conjunction with the Head teacher, policies should be developed that meet the needs of children with SEND, ensuring that appropriate funding and staffing arrangements are put in place for children with, or without, an Education Health Care Plan.

- The Governing Body has responsibility for evaluating the success of the education which is provided to children with SEND within school. This is informed by analysis of the children's achievements against targets set for them.
- The SEND Governor and the SENDCO will liaise regularly to discuss SEND issues, as well as our successes and areas for development.
Code 6.74.

SEND Co-ordinator Responsibilities.

- The SENCO will be a qualified teacher working at Acomb Primary School and will have achieved the National Award in Special Educational Needs Coordination.
- 'The SEND Co-ordinator (SENDCO), in collaboration with the Head teacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.'
 - (Page 50, 5:30, Code of Practice, DfES, Nov.2001)
- The SEND Co-ordinator's role is to develop, monitor, evaluate and implement this policy in conjunction with other members of staff.
- The SEND Co-ordinator is to liaise regularly with the Head teacher/SEND governor to discuss issues relating to SEND, to provide reports/feedback to the Governing Body about SEND issues and progress (independently, or as part of the Head teacher's report to Governors.
- Provide training, advice and support for colleagues in school.
- To ensure that Education Health Care Plans and My Support Plans are in place and reviewed regularly.
- To liaise with external agencies, early educational settings and parents to provide the best provision available for a child with SEND.
- To collect appropriate information (with help from other members of staff/parents), record it and keep it updated regularly in regards to a child's SEND.
- To oversee the provision put in place for each individual child with SEND within school, monitor, and review any action that is taken.

The Role of the Head Teacher

The Head Teacher, Mr Lee Haynes, has responsibility for the day-to day management of provision for children with SEND.

- He will keep the governing body informed of the school's arrangements and provision of children with SEND.

Arrangements/facilities for pupils with SEND

To provide appropriate provision for children with SEND that is different from, or additional to, the usual differentiated National and School Curriculum, using appropriate resources, including human resources, to support each child effectively.

The SENDCO, along with the head teacher and governing body, will determine the strategic development of the SEND policy and provision in the school.

The SENDCo, working closely with the head and colleagues, will have responsibility for the day-to-day operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs.

Key responsibilities for the SENDCo are listed in the Code 6.85.

The SENDCo will ensure that ALL teachers recognise that they have the day to day responsibility for ensuring appropriate provision for SEND pupils in their class, this includes when a child is working with another adult both within and outside of the classroom.

The first response should be high quality teaching targeted at the child's area of weakness Code 6.16

The class teacher will alert the SENDCO of newly arising concerns at progress meetings or through the in school, concerns form, providing as much detail as possible about assessments as well as providing evidence of what has been put in place to overcome the barriers to learning. The class teacher will make use of the City of York banding descriptors from band 1-6 to support them in this. The SENDCO will discuss issues arising from this information with the class teacher and together they will begin the assessment, plan, do, review cycle.

Provision for pupils with SEND will adhere fully to all sections in the Code of Practice relating to the Primary Phase or Early Years Education.

The SENDCo will inform the Headteacher, SEN Governor, and staff.

The Head teacher and SLT regularly monitor the quality and effectiveness of provision for pupils with SEND, through regular classroom observation. Feedback is provided for the SENDCo and where further support, advice or guidance is needed, this will be provided by the SENDCo.

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCO and by trained teaching assistants throughout the school. This is funded from the school's annual budget.

Liaison with outside agencies happens at the beginning of each term and coordinates the work of these agencies for the forthcoming term. The planning meeting also prioritises which pupils will receive outside agency support. Additional support is offered with parental consent.

Admissions arrangements for Pupils with SEND.

Acomb Primary School strives to be fully inclusive.

All pupils are welcome, including those with special educational needs in accordance with the school's admission policy. The school's admission policy will be applied to all pupils including those with special educational needs. The school will adhere to the Code 1.27

SEN Facilities and resources

The school site is on one level. There is a purpose designed disabled toilet and a shower. Classrooms are carpeted.

Staff training and development is a priority, and the school strives to match training in interventions where staff will be delivering them in class or within a phase. Some pupil specific support assistants have specialist roles (e.g., speech language and communication needs, EAL or ASD) and appropriate training, support and updates will be provided.

Allocation of resources for pupils with SEND.

Resources are made available to support children with SEND as their need is identified.

Staff Responsibilities.

All staff should support and implement the SEN policy.

Teacher Responsibilities.

- To identify children with SEND and pass any concerns onto the SENDCO.
- To liaise with the SENDCO in the creation of My Support Plans and Education Health Care Plans for a child with SEND. This will involve setting targets and success criteria for each individual child, implementing strategies to achieve these targets while working in conjunction with the child, monitoring and evaluating success and setting new targets for the child to work towards.
- Provide a differentiated curriculum when planning work for their class, ensuring that children with SEND are given equal opportunities to learn and that appropriate resources are available to use to support this learning.
- To involve Teaching Assistants in the planning of work for children with SEND, while taking overall responsibility for, and overseeing, any individualised programmes of work put in place.

Teaching Assistant Responsibilities.

- Teaching Assistants should work closely with the class teacher and SENDCO, using programmes of work, and any resources identified, to support a child with SEND in the classroom.
- To provide feedback for review purposes.

Emotional Literacy Support Assistant (ELSA) Responsibilities

- To work with the Head teacher, SENDCO, teachers and parents to address pastoral needs, such as building self-esteem, reducing anxiety or worry, developing social / playground skills, anger management and work on emotional literacy.
- To generate strategies and work with individuals / groups of children.
- To monitor and assess the success / areas for development for children and the ELSA role, itself, reporting to all associated parties.
- To use pre-planned resources produced by educational psychologists and the Wellbeing team.
- Attend ELSA meetings throughout the year.

Teachers and Teaching Assistant's Responsibilities, as appropriate:

- To ensure that parents are kept informed of any action/work that is taken to help a child with SEND and to give feedback as to the outcome of the action taken.
- To provide information/evidence to the SENDCO/ External Agencies that is required to help improve the level of provision and resources for each individual child with SEND.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The needs of SEN pupils fall into four broad categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health difficulties
- Sensory and/or physical needs.

Pupils with SEN are identified through:

The school system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This includes

- Performance and/or behaviour monitored by class teachers as part of ongoing observation, assessment and target setting.
- Outcomes from the Foundation Stage Profile.
- Progress against National Curriculum objectives.
- Performance against Pre Key Stage standards.
- A My Support Plan or an Education and Health Care Plan.
- Assessment by a specialist service, such as educational psychology.
- Identifying additional needs.
- Another school or Local Authority which has identified or has provided for additional needs.

The action taken to support a pupil identified with special educational needs may be additional and different from provision as part of the school's usual differentiated curriculum. It will be based on the school's observations and assessment data, and following a discussion between the class teacher, SENDCo and parents.

Children who are identified as requiring SEN Support are placed on the schools SEND register. Class Teachers are responsible for ensuring their needs are met through matched learning. Where additional intervention is required, the class teacher remains responsible for determining what that intervention is and who will deliver it. The Head Teacher and SENDCo will discuss this with the class teacher at regular Progress Meetings and when appropriate will decide upon further intervention as part of the graduated approach.

Initially children will be placed at Band 1 of the City of York SEND Banding Descriptors and progress will be carefully monitored. Children will continue to be monitored through regular classroom assessments in Reading, Writing and Maths.

It may be necessary because of the behaviours or level of difficulties exhibited for the child, to be supported at Band 2 of the City of York SEND Banding Descriptors. If progress remains an issue, then the SENDCo will consider putting a My Support Plan (MSP) in place, outlining specifically and in detail, the areas of difficulties and stipulating the resources in place to support the child. Parental permission will be obtained before proceeding with the document. Parents will also contribute to the MSP as, if appropriate; will Health, Social Care and other agencies. The MSP will be reviewed regularly with all agencies involved and the parents.

If a pupil's difficulties meet the Local Authority (LA) criteria for Statutory Assessment, the SENDCO and Headteacher will make a request to the Authority for statutory assessment to take place with the full support of outside agencies and the parents. Written evidence in the form of the MSP of all previous assessments and intervention programmes will be submitted to the LA in line with Code 9.13. If the LA agrees with the schools request then the MSP will be amended and convert to an Education, Health and Care Plan (EHCP). All pupils with an EHCP will have short-term targets set. These targets will be reviewed termly in consultation with

parents and outside agencies. Additional teaching and resources may be allocated. An Annual Review will take place to evaluate provision and targets set.

Access to the Curriculum by SEND pupils.

Acomb Primary School strives to be an inclusive school

- an inclusive ethos ☐
- a broad and balanced curriculum for all pupils ☐
- systems for early identification of barriers to learning and participation ☐
- high expectations and suitable targets for all children

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities ☐
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

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

The class teacher will take day-to-day responsibility for all provision; additionally we will use - ☐

- Teaching Assistants (TAs) ☐
- Outside agency advice/support ☐
- Volunteer helpers to work with individual's ☐
- Appropriate differentiated resources

Teachers use a range of strategies to meet children's special educational needs:

- ☐Lessons have clear learning objectives and work is carefully matched to each child.
- Teachers will inform, contribute to and implement agreed targets in My Support Plans.

Access to school activities.

Activities and school trips are available to all children. Any specific risk assessments are carried out with necessary procedures implemented to enable all children to participate safely and as fully as possible.

Pupil Participation.

Each child has rights and should be encouraged to express an opinion, if they wish, which is taken into consideration in matters relating to them. They should be given the opportunity, if possible, to be involved in making decisions about their own education and be included in the setting of targets, as well as contributing to any information to be assessed at their review meetings. Each child's opinion should be valued and they should be encouraged to take some responsibility for their progress.

Methods for evaluating the success of education of SEND pupils.

Class teachers and the SENDCo will monitor and evaluate the success of the education of SEND provision using the definitions of adequate progress as suggested in the revised Code of Practice, that is progress which: ☐

- Closes the attainment gap between the child and their peers ☐
- Prevents the attainment gap from growing wider ☐
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers ☐
- Matches or betters the child's previous rate of progress ☐
- Ensures full access to the curriculum ☐
- Demonstrates an improvement in self-help, social or personal skills ☐
- Demonstrates an improvement in the child's behaviour

Parent Partnership.

'Parents have a legal duty to make sure that their child receives suitable education. They hold key information and have an important role to play in their child's education. Equally, schools need to recognise and embrace the value of parental input and the unique contribution that parents make.'

(Point 33 DfES: SEN Toolkit, Section 2: Parent Partnership. 2001)

In order to provide high standards of education for children with SEND, parents/carers need to be encouraged to play an active role in their child's education. They are a source of valuable knowledge about their child, which can be used effectively to support the child's needs more successfully.

At Acomb, we actively seek support from parents/carers, in relation to SEND matters, providing an environment where parents can be confident in the knowledge that the best provision possible is being sought for their child and implemented by staff, and any external agencies, involved in their child's education.

Parents/carers will be kept informed of matters relating to SEND for their child and their permission will be sought in order to use their child's personal records to gain extra provision. Parents/carers may be asked to aid the school in implementing programmes of work at home to further enhance their child's learning/behaviour. Resources will be supplied to aid parents/carers with this.

Advice and information will be provided for parents/carers in relation to their child's progress in school, as well as health services, social services and voluntary organisations available locally, which may be able to support parents/carers at home.

It may be possible to provide some training for parents through outside agencies, or provide a network of support by means of other parents whose children have similar special educational needs, once permission to divulge information about their child has been sought.

Regular communication with parents is essential. Parents/carers will be encouraged to discuss concerns about their child's learning/behaviour, and the provision in place, with school staff (and vice versa) regularly, to keep lines of communication open and effective. This will go a long way to achieving higher standards of learning and behaviour. A child's Education Health Care Plan or My Support Plan will be discussed fully with parents/carers.

Complaints procedure

Parents concerns regarding their child's SEND will initially be expressed to the child's class teacher. The class teacher will inform the SENCO if they feel this is necessary. The SENCo will follow up any concerns by inviting the parents/carers into school to discuss their concerns. Appropriate outside agencies will be sought, with the parents/carers permission. If a parent/carer is not satisfied with the outcome supplied from the SENCO, they may direct their concern to the Head teacher and then the Governing Body. If an agreement is still not achieved then the parent/carer may approach the LA. The LA has Parent Partnership Officers, termed

SENDIASS, who can be contacted to help with complaints procedures, or with any aspect in supporting parents of children with special educational
In order to limit disagreements we encourage early discussions to consider concerns.

In Service Training.

When children with a specific difficulty move into a new class, the teacher is encouraged to attend relevant training. When teaching assistants work with children with a specific area of need, they too are encouraged to attend relevant training. The SENCO attends various training and support meetings, in order to be aware of new initiatives or projects. Whole staff training will take place on Staff Development days or within staff meetings. The SENCO will provide in-school training/updates on SEND policy or issues to support staff at staff meetings / training days. Induction will be provided for Newly Qualified Teachers and new staff to outline the school's SEND policy and practice.

Links made with other teaching services / facilities and support services.

Termly Planning Meetings will take place with the school's allocated Educational Psychologist. The School has regular contact with other agencies listed below as and when necessary.

Agencies or professionals that we frequently work with include;

- Educational Psychologist (EP)
- Behaviour Support Assistant (BSA)
- Physical Disability/Medical Needs
- Speech and Language Therapists
- School Nurse
- Physiotherapists
- Occupational Therapists
- Teachers for the Deaf
- Teachers for the Visually Impaired
- Primary Mental Health Worker (PMHW)
- Specialist teacher for children with autism (ASD)

Inclusion

Actions taken to achieve full inclusion of pupils will include-

- Full consultation with previous placement, parents and outside agencies.
- Support as directed by pupil's statement.
- Termly reviews arranged.
- Multi-agency meetings.
- Ongoing discussions between all parties.

Links with other schools.

School will adhere to transfer arrangements outlined in Code 9.175. Effective links with special schools have been established and continue to be maintained. Relevant issues can also be shared at 'MAT' SENDCo meetings. Visits are maintained to aid the transition of children with SEND children and transfer of appropriate records.

Links with secondary schools

- Discussion between Year 6/Year 7 teachers prior to transfer.

- Discussion between primary and secondary SENDCOs. ?
- Transfer of all records of achievements, academic reports and SEND records.
- Pupils visit secondary school with parents. ?
- Outside agency liaison. ?
- Transfer reviews for pupils with and EHCP will be held in the Summer term of Year 5. ?
- A programme of additional support for those pupils considered to be vulnerable when transferring to Secondary School will be provided in the summer term of Year Six. ?
- Where pupils are identified as being vulnerable (arising from their additional educational needs, or social, emotional or behavioural issues) then liaison between Acomb Primary School and the identified Secondary School will be planned well in advance of their transfer.

It is good practice for the SENDCo of the receiving school, where possible, to attend the final annual review in primary school of pupils with EHCPs for whom the particular school has been named, they are invited as a matter of routine.

Links with other Organisations.

School will maintain its links with Support Services, Health Service, Social Service and Education Welfare Services.

Spring term 2020

SENDCo – Liz Johnson

Headteacher – Lee Haynes

SEN Governor – Debbie Aitchison

This policy is linked to policies of Behaviour, Equal Opportunities, Assessment and Curriculum.

This policy will be reviewed every two years