



Yatton Infant and Junior Schools

Special Educational Needs and Disabilities Policy

Document Information			
Reviewed by:	PQA	Responsibility:	PQA
Last Review:	January 2020	Next Review:	January 2023
Review Cycle:	3 years	Ratified by FGB	
Signature (FGB)		Signature (Head)	

This SEND policy is written to comply with the 2014 Children and Families Act and it's SEND Code of Practice together with the Equality Act 2010.

Definition

The Code of Practice 2015 defines SEND as follows:

A child or young person is considered to 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 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.

The SEND code of practice sets out four areas of SEND:

- Cognition and Learning
- Behavioural, Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical

Although there are some acknowledged links with pupils who have English as an Additional Language (EAL) needs, this is a separate area of provision and is addressed in a different policy document. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

Aims

We believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve

their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have additional educational needs at some time in their school career. Some of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short term needs. In particular, we aim:

- To enable every child to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is **relevant** and **differentiated**, that demonstrates coherence and progression in learning.
- To give children with SEND equal opportunities to take part in all aspects of our school's provision wherever possible.
- To work closely with support services and other professionals, parents, carers and children themselves in planning and supporting at all stages of the child's development.
- To ensure that responsibilities held by all staff and governors for SEND are implemented and maintained.

Roles and Responsibilities / Coordination of Provision

Provision for children with special educational needs is a matter for the whole school community.

Class teachers:

The Code of Practice focuses on meeting SENDD needs in the classroom. **'All teachers are teachers of children with SENDD'** (SEND code of practice pg. 14) Class teachers do their best to adapt the curriculum to meet the needs of all pupils through First Quality Teaching. All staff are involved in the implementation of the school's SEND policy and are aware of the procedures for identifying, assessing and reviewing provision for children with SENDD. Class teachers work closely with the SENDCo to ensure provision is appropriate for pupils with additional needs. Liaising with parents, planning additional provision, reviewing impact of provision and measuring progress are important features of the class teacher's role in meeting the needs of pupils who have additional needs.

The Special Educational Needs Co-ordinator:

The Special Educational Needs and Disability Co-ordinator is **Mrs. Helen Clarke**. Her responsibilities include:

- Managing the strategic development of SEND provision.
- Co-ordinating provision for children with SEND.
- Overseeing the day-to-day operation of the school's SEND policy.
- Assessing with and advising on, the teaching and assessment of children with SEND.
- Monitoring the impact of SEND interventions.
- Managing and co-ordinating Learning Support Assistants.

- Liaising with parents of children with SEND.
- Liaising with other school SENDCo's; members of the Vulnerable Learners Service; (including Educational Psychologists and Advisory Teachers), Healthcare Professionals; (including Speech and Language Therapists, Physiotherapists, Occupational Therapists, Paediatricians, CAHMS and the Sensory Support Service) and Social Services.
- Assessing the additional provision needs of children with SEND as part of the graduated approach of 'Assess, Plan, Do, Review' in liaison with teaching staff.
- Ensuring the school's SEND register, policy and provision map is updated.
- Leading staff training on SEND.
- Organise annual and termly reviews.
- Ensuring appropriate allocation of resources, including Top Up Funding.
- To keep informed by reading, researching and attending training on SEND related external courses.

The Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher keeps the Governing Body fully informed and works closely with the school's SENDCo. The Headteacher seeks out and shares best practice with the LA and other schools.

Governing Body:

The governors have specific responsibility to:

- Do their best to ensure that the necessary provision is made for any child who has SEND.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a child with SEND joins in the activities of the school, together with children who do not have SEND, so far as is reasonably possible.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so, governors will have regard to the Special Educational Needs Code of Practice and the Disability Code of Practice for schools. Governors will report to parents annually on the implementation of their SEND & D policy.

Admissions:

Children with SEND are given equal priority on admission to the school. The governing body uses the Local Education Authority's admission criteria.

Allocation of Resources:

Funding for SEND comes from the school's delegated SEND budget with some additional Top-Up Funding. For individual children requiring 1:1 support the school must provide the first £6000.

The schools allocate this funding in the following ways:

- Learning Support Assistants, Teaching Assistants and Learning Mentors.
- Training for all teachers and Learning Support Assistants so that the needs of all children can be met.
- To purchase books and equipment, including IT hardware and software.
- Supply cover to allow attendance at reviews and multi-professional meetings.

The details of how individual children receive support are recorded on their Personal Provision Plans and Provision Maps.

The school receives additional **Top-Up Funding** from North Somerset for some children who have severe and complex needs. This is criteria based and can currently be applied for at 3 points during the year: November, February and June. The decision of whether a child meets the Top-Up Funding criteria is decided by the North Somerset Moderation Panel. Top up funding is used to support children in a variety of ways which may include 1:1 support for some parts of their learning but is also used for resources, group support, outside agency involvement and the assess and review process. Most Top Up Funding has to be applied for annually though some lifelong physical, sensory or cognitive needs receive funding for 3 years at a time.

Identification and Assessment of Children with Special Educational Needs:

All children are entitled to a balanced and broadly based curriculum, including the Foundation Stage and the National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. Most children will have their needs met through Quality First Teaching - normal classroom arrangements and appropriate differentiation - which may also include short term interventions, pre-teaching and over-teaching.

Differentiation:

Differentiation means teaching a child in different ways and at levels which match their learning needs. Children make progress at different rates. Not all children learn in the same way and need to be taught in different ways, acknowledging differing learning styles.

- Class teachers have the responsibility to ensure that their plans make provision for adaptation to meet individual children's needs.
- Early support for children with SEND will usually be within the regular classroom routes by means of differentiated tasks and/or additional adult help.
- Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group, to work with an adult to develop their learning through specific interventions.
- Pre-teaching allows children to be prepared for the next unit of work by teaching key vocabulary and key concepts in advance. Over-teaching is used to reinforce concepts where learning is not yet secure.

Special Education Needs Support:

The schools' approach to Special Educational Needs Support is **graduated** and careful consideration is taken on how an individual child's Special Educational Needs are best met.

Assess, Plan, Do, Review:

- Teachers are continually **assessing** children's progress through classroom observations, marking, informal assessments and standardised tests. Should a child make less than expected progress, even when teaching approaches are appropriately differentiated, targeted interventions will be introduced.

- **Pupil Passport**

Pupil passports are developed for any child a teacher is monitoring due to concerns, children with a provision map and children on an IEP. Pupil passports highlight the pupil's, strengths, barriers to learning and strategies that support their learning in the classroom.

- **Provision maps**

Provision maps are kept by a child's teacher when a child with an identified specific learning need is put on an intervention program and the parents are informed of the intervention. These targeted interventions are **planned** and implemented (**do**) by teaching staff with the impact being **reviewed** after a specified time. This process will be repeated with the same intervention programme if in the **review** stage it is deemed to be working or a different intervention programme, if progress is less than expected. If in the second review, following a second period of Assess, Plan, Do the child still does not appear to be making appropriate progress, given their specific learning difficulty, the class teacher will discuss this with the SENDCo and with the parents to try to identify the child's barriers to learning.

A Provision Map will also be developed for a child with a specific learning difficulty such as dyslexia/ dyspraxia/ASD or a medical need, where the classroom provision needed to meet their needs will need to be additional to quality first teaching and differentiation.

Provision maps are a working document that is reviewed and updated throughout the year.

- **Individual Education Plan**

Should a child continue to make little or no progress, have complex needs, be working at a level substantially below that expected of children of a similar age or have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning, then an Individual Educational Plan (IEP) will be written for the child.

IEP's are far more detailed plans that highlight small steps of learning using SMART (Specific, measurable, attainable, relevant and timely), target.

These targets are planned and shared with parents, the SENDCo and the child (where appropriate) and reviewed a minimum of 3x a year.

After 2 rounds of I.E.P, the SENDCo may consider referring the child to an outside agency for additional support on how to best support the child and move their learning on. An outside agency could be Speech and

Language, Advisory teacher, Educational psychologist or Community Paediatrician depending on the area of need. This may involve further assessments of the child's needs and specific targets drawn up to support future I.E.Ps This may or may not require additional adult support-

Parental consent will be sought before discussing names of children with an external agency.

- **Top Up Funding**

The majority of children with Specific Learning Needs will be supported by the school through a Provision Map or an I.E.P with or without outside agency involvement.

However, for a small minority, further help in terms of adult support or specialist equipment may be required. In these cases, the SENDCO can apply for Top Up Funding for an individual child. A child who receives Top-Up Funding will have an Individual Education Plan that will have specific targets that have been agreed and drawn up through provision planning meetings and often following the advice of outside agencies.

At all times, records will be kept to indicate support provided and indicate progress made against the targets set towards agreed outcomes.

For most children, Top Up Funding has to be reapplied for on an annual basis and is considered on the basis of **support needed to learn alongside their peers** and **evidence of a lack of any progress.**

- **Education Health Care Plan**

If a child demonstrates very significant barriers to their learning, the parents or school may request an assessment for an **Education Health Care Plan (EHCP)** from the Vulnerable Learner's Service. See the link on our website or go to [this link](#).

Children with Education Health Care Plans and or Children in receipt of Top-Up Funding:

- Children with ECH Plans and/or children in receipt of Top-Up Funding must have agreed Individual Education Plans to track their progress towards desired outcomes.
- Progress will be reviewed at least three times a year and a formal Annual Review with parents will be held for these pupils to review the impact of additional provision and to plan further provision and support.
- The pupil's views and the priorities of the parent/ carer will be at the heart of planning provision for children. These will inform the plan of action. School staff and parents will meet to produce an Individual Education Plan which will identify specific targets and additional strategies to be employed to achieve progress towards the agreed desired outcomes.
- The Individual Education Plan will only record that which is **additional to**, or **different from**, the differentiated curriculum, and will focus on individual targets that match the child's needs and aspirations. Targets will be very clear, concise and measurable. For some children these targets will need

to be broken down further into small steps. The delivery of and review of interventions listed in the Individual Education Plan continue to be the responsibility of the class teacher.

Liaison:

- All staff, together with the Headteacher, will ensure that careful records are kept and transfer documents are completed. When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.
- The SENDCo will co-operate as part of the SENDCo Network.
- The SENDCo will liaise with other agencies when appropriate to the needs of the child. The school receives regular visits from the nominated Education Welfare Officer. In addition, the school may seek advice from Specialist Advisory Teachers, Specialist Children's Services, Educational Psychologists, Speech and Language Specialists, School Placement Support and the North Somerset Council SEND Officer.

Staff training:

- Teaching and non-teaching staff may, where possible and appropriate, attend SEND and inclusion training, or visit special schools, or schools with a specific expertise in inclusion.
- The SENDCo will ensure that staff remain up-to-date with developments in SEND through staff meetings and/or in-service days.
- In particular, support will be given to newly qualified teachers and other new members of staff.

Monitoring:

- The School's SEND Information report legally has to be reviewed annually to ensure it states clearly how the school plans to meet SEND needs.
- The effectiveness of SEND provision will be regularly reported to the governors.
- Effectiveness will be reported to parents and the school community at the governors' annual meeting.
- The SEND policy legally has to be updated and reviewed by the school Governors every 3 years.

Complaints Procedure:

The school follows the LSP Trust complaints procedure and is set out in the Trust complaints procedure on our website.

Under the SEND and Disability Act 2001, parents may seek advice on resolving disagreements with the LEA and school through an independent mediation service. School will make further information about this process available on request.

Evaluating Success:

The SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and other school leaders.
- Analysis of pupil-tracking data and test results.

- Value added data for children identified as having SEND.
- Monitoring of procedures and practice by the SEND Governor.
- The schools' self-evaluation mechanisms.
- The governors' Annual Report to Parents, which contains the required information about the implementation and success of the SEND policy.
- The schools' annual SEND review, which evaluates the policy and sets new targets for development.
- The school's Improvement Plan which is used for monitoring provision in the school.
- Regular meetings of parents and staff, both formal and informal, to plan and evaluate Provision Plans and targets and celebrate success.

Signed	
Date	
Date for Review	