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**This policy is in line with the Special Educational Needs Code of Practice 2014 (updated April 2020)**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated June 2018)
- SEND Code of Practice 0 – 25 (September 2014) (updated April 2020)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

A copy of this policy is available on the school website, with a hard copy provided on request.

## Abbreviations used in the policy:

<b>SEND</b>	<b>Special Educational Needs &amp; Disabilities</b>
<b>SENDCO</b>	<b>Special Educational Needs &amp; Disabilities Co-ordinator</b>
<b>SP</b>	<b>Support Plan</b>
<b>SMART</b>	<b>Small Measured Achievable Realistic Targets</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>TA</b>	<b>Teaching Assistant</b>
<b>MSA</b>	<b>Midday Supervisor Assistant</b>

## Mission Statement:

At Starbeck Primary Academy we aim to provide an inclusive, caring and supportive environment in which all pupils are valued equally and are given opportunities to develop to their potential. All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We want all teachers in all lessons to set suitable learning challenges for all pupils.

## Definitions:

### **Definition of special educational needs:**

Special educational needs and disability code of practice: 0 to 25 years – September 2014:

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

#### **Children have a learning difficulty if they:**

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

### **Definition of Special Education Provision:**

For children of two or over, educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area. For children under two, educational provision of any kind.

## Fundamental Principles:

- Children with SEND should have their needs met
- The SEND of children will normally be met in mainstream schools or settings
- The views of the child should be taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum

### 1. Aims & Objectives for children with SEND

Our aims are

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To develop a close working relationship with parents.

This section sets out how we work with pupils, teachers and parents to meet these aims through the following objectives.

#### 1.1 All children to:

##### **Be happy and feel secure**

- *Provide a secure and caring environment*
- *Use positive and supportive language*
- *Use praise to celebrate achievement*
- *Set suitable learning challenges*
- *Provide opportunities for parents and children to celebrate achievement together:*
  - *Home-school book (as appropriate)*
  - *Letters to parents/carers*
  - *Certificates*

##### **Be included**

- *All children to be given a sense of belonging, whatever their social, ethnic or cultural background.*
- *Children should be fully included by compensating for their needs.*
- *Wherever possible children with sensory impairments should be given access to all areas of the curriculum.*
- *Provide a range of resources to suit particular individual or group needs*
- *Differentiate within class teaching to enable all children to achieve their full potential*
- *Create a school environment where pupils feel safe to voice their opinions of their own needs*

### **Achieve the very best of which they are capable**

- *All teaching staff (inc. TAs, MSAs) to be aware of specialised needs*
- *All teaching staff are accountable for the progress of children in their class with SEND*
- *Use effective assessment and monitoring*
- *Provide high quality learning opportunities and materials*
- *Use positive and supportive language with pupils*
- *Intervene early to promote progress*
- *Make effective use of outside agencies*
- *Liaise effectively with parents and carers*

### **Have access to a broad balanced and relevant curriculum**

- *Plan differentially and set targets for individuals and groups*
- *Provide support in an effective manner*
- *Involve parents/carers by providing formal and informal information*

### **Demonstrate personal development and growth**

- *Use praise and positive language to reinforce all aspects of personal development*
- *Celebrate all achievements*
- *Involve parents/carers in celebrating success and achievement*
- *Recognise and celebrate personal achievements as a whole school*
- *Personal development targets to be included on support plans wherever appropriate*
- *Use effective personal and social assessments and record sheets to show development and growth*

### **Make good progress**

- *Set SMART targets which are reviewed regularly (support plans are set by teachers three times a year minimum)*
- *Use appropriate teaching styles to meet the needs of the children*
- *Encourage parents/carers to be involved by discussing support plans at consultation evening and reviews*
- *Celebrate achievement in all areas*

### **Experience wider activities leading to greater independence**

- *Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities*
- *Appropriate use of support staff*
- *Children to have individual responsibilities in school/classroom*

### **Make effective independent decisions**

- *All children to be given the opportunity to make choices regarding certain activities – guide them by making sensitive suggestions*
- *Increase children's responsibilities in school where they can feel secure in their decisions*

## *1.2 All staff to:*

### **Be well equipped to identify and meet needs**

- Liaise regularly with parents/carers and keep up to date with home situations/health etc.
- Early years staff to be given information regarding interpreting the Nursery and Reception Baselines with regard to SEND
- School will provide a library of resources and references to support the needs of individuals and groups of pupils
- Effective communication with SENDCO and outside agencies to keep up to date with new developments

### **Graduated approach**

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place to ensure pupils with SEND have full access to the National Curriculum. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEND of children and young people. (Code of Practice, 2014)

### **Identify Children's needs early (Assess)**

- Early years staff and SENDCO to liaise with outside agencies, parents/carers key workers etc. about difficulties with pre-school entry
- Use of Nursery profile, Baseline Assessments to highlight areas of need at an early stage
- Regular communication with parents/carers to ensure any concerns are noted/discussed and addressed
- Referrals made to appropriate agencies early e.g. paediatrician
- Monitor progress of all pupils to aid identification of pupils with SEND

### **Plan and implement effective interventions (Plan)**

- All support plan targets to be SMART targets
- All planned interventions to be known to all staff working with the child i.e. support plans will be copied for Parents/Carers and Teaching Assistants
- Parents /Carers to be seen as partners working alongside teachers to create an effective learning intervention
- Good communication with parents/carers, outside agencies and SENDCO
- Where appropriate children to discuss their future targets and celebrate in their own achievements

### **Do**

- The class or subject teacher will remain responsible for working with the child on a daily basis.
- They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Evaluate and revise interventions regularly (Review)**

- Good communication between Teacher, Teaching Assistants, and Pupil Support Assistants etc. to ensure information about targets/children's progress is monitored.
- Interventions need to be reviewed and evaluated every half term. Future planning to be based on this information
- Progress to be regularly shared and discussed with parents/carers
- Children to be involved where appropriate in discussing and evaluating their progress
- Inclusion chronologies and support plan overviews to be updated regularly

### *1.3 All parents/carers to:*

#### **Be kept informed at all times**

- Class teacher to keep parents/carers fully informed from the initial concern
- Information to be exchanged in a sensitive way
- Share support plans with parents

#### **Have the opportunity to be fully involved**

- Parents/carers to be invited to work in partnership with school when setting targets for support plans
- Where possible to work in partnership with the school and outside agencies to meet the targets on the support plan
- To jointly celebrate success however small
- To understand and be involved at all stages of SEND according to the Code of Practice

## **2. Roles & Responsibilities**

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

The SENDCO co-ordinates the day-to-day provision of education for pupils with SEND.

Other visiting professionals include:

Educational Psychologist

Pupil and School Support Service

Professionals from North Yorkshire Locality Hub

Physical Difficulties Support Service

Speech and Language Therapy Service

Sensory Support Service (Hearing / Visually Impaired)

School Nurse

Communication and Autism Team

Various medical professionals

### 3. Arrangements for co-ordinating SEND provision

Responsibility for coordination of Inclusion and SEND provision is as follows:

#### *3.1 The SENDCO will:*

- Provide parents / carers with the school's SEND Information booklet
- Coordinate the day to day provision of education for pupils with SEND
- Monitor the progress of children with SEND
- Ensure that the child's parents / carers are aware of the local authority's Parent information Service – SENDIASS (Special educational needs and disabilities information and advice service)
- Give clear routes to parents so they can access support, and be encouraged to bring a supporter to meetings if desired
- Maintain a register of pupils who have been identified with SEND
- Liaise with external agencies regarding the assessment / monitoring of pupils
- Be appropriately qualified and have the skills required to meet statutory duties
- Ensure transition arrangements will be personalised to support additional need
- Provide or organise staff training which reflects the needs of the current school community
- Ensure that the school follows the latest statutory guidance, currently the CoP 2014 (updated April 2020)

#### *3.2 All staff can access:*

- The Starbeck Primary Academy SEND Policy
- The SEND Register
- Guidance on identification in the Code of Practice (updated May 2016)
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities, including CPD
- Reports and documentation from professionals pertaining to the individual pupils' special educational needs
- Information on the School Pupil Tracker on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision

#### *3.3 The governing body evaluate the work of the school by:*

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding

### 4. Whole school approaches:

- The school has high aspirations and expectations for pupils with SEND



- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENDCO, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCO offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have personalised targets
- Provision maps are accessible so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents e.g. available on the website
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the schools SEND information report.

#### *4.1 Identification of Need*

##### Placing children on the school's register of Special Education Needs:

When a child is identified as having SEND the class teacher, in consultation with the SENDCO will:

- Discuss the concerns with the child's parents / carers and seek their consent for SEND provision to be made.
- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Devise an Individual Education Plan (support plan) specifying 2 to 3 key individual targets.
- Ensure that ongoing observation and assessment informs future planning and that achievements are shared with parents / carers.
- Involve parents / carers in developing and implementing a joint learning approach at home and in school using the home/school book where appropriate.
- Inform the SENDCO / Headteacher of any immediate concerns regarding pupils which require the involvement of outside agencies.

##### Deciding to place a child on the SEND register:

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

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

The triggers for early intervention could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities fits into one of the descriptors below.

- Makes **little or no progress** even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing **English or mathematical skills**, which result in poor attainment in some curriculum areas.
- Presents persistent **emotional or behavioural difficulties**, which are not met by the behavioural management techniques usually employed in the school.
- Has **sensory** or physical needs, and continues to make little or no progress despite the provision of specialist equipment.
- Has **communication and / or interaction needs**, and continues to make little or no progress despite the provision of a differentiated curriculum.

### What is adequate progress for children with SEND?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

When a class teacher or the SENDCO identifies a child with SEND the class teacher should provide interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

### *4.2 Referral to outside agencies*

If after suitable provision has been made and reviewed, adequate progress is not observed the Class Teacher and SENDCO would consider a referral to outside agencies. It may be appropriate at this stage to seek advice and support from external agencies such as the Locality Hub, Educational Psychologist, Paediatrician, etc. The role of these agencies is to help to assess difficulties and to advise on new targets and strategies for support plans. Such agencies can become involved earlier if it is deemed appropriate. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

### Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. However, this only happens in a very small number of cases. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual support plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website at <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

The SENDCO will take the lead role in managing the administrative process by liaising with the LA. Other routes to Statutory Assessment are possible e.g. Request by parents under section 328 or 329 of the Education Act 1996. For pupils transferring to secondary phase education, reviews will be held in term 1 of year 6. Where a pupil with an EHCP is newly admitted to our school, an interim review will be held as soon as possible.

## 5. Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. Staff, parents/carers and children are all involved in the evaluation process.

Evaluation against the stated objectives is ongoing and the SEND team reports regularly to the Local Governing Board. To ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Termly analysis of progress by class teachers, Phase Leaders, SENDCO and HT to identify pupils strengths and weaknesses and to form the basis of provision for the following term
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENDCO related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny
- Focused monitoring by the SENDCO, HT, SEND governor, NSAT
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis

- Effectiveness of provision submitted and discussed at Governing Body meetings
- Training of staff at SEND CPD sessions including: Communication and Autism; Speech and Language Programmes; Social, Emotional and Behavioural needs
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

## 6. Access to Education for children with Medical needs

If a child is to be absent for medical reasons for longer than one-week provision will be made to supply appropriate curriculum materials to meet their needs. If hospitalised, school will liaise with the Locality Hub Medical Team to ensure correct coverage of the curriculum.

The school named person, responsible for pupils unable to attend school because of medical reasons is:  
The Headteacher

## 7. Allocation of resources

The school annually reviews the allocation of resources which support pupils. Evidence and extent of impact of use of resources is evaluated. This is further discussed at both SLT and Governing Board meetings.

### *7.1 Pupils with Education Health Care Plans (EHCPs)*

Resources for pupils with EHCPs are determined by the allocation specified in the EHCP but are also supplemented by school-funded resources. Resources may be shared amongst a group of children with SEND. Through early identification our school endeavours to support pupils and their individual needs. This may lead to allocation of resources to a child even though they may not be on the SEND register. It is the duty of the school, however, to inform parents/carers that pupils are receiving support and the reason why.

## 8. Concerns/complaints

If a parent/carer of a child with SEND has any concerns or complaints regarding the care or welfare of their child, they are able to make an appointment to speak with the Headteacher, Deputy Head teacher or SENDCO. Every effort will be made to listen to the parent/carer and resolve the concern. If the parent/carer feels that their concern has not been resolved the aforementioned members of staff will be able to advise on more formal procedures for complaint.

## General Information

The SENDCO is Mrs Sally Pitts

The named person is Mrs Sally Pitts

The designated Governor is Mrs Sam Ramsey

Agreed: October 2020

Next review: October 2021



## Appendix 1

The below excerpts are taken from the Starbeck's latest Inspection report. The full report can be accessed via the following link: <https://files.ofsted.gov.uk/v1/file/50085606>

### **Inspection report: Starbeck Community Primary School, 8–9 May 2019**

“The support for pupils with special educational needs and/or disabilities (SEND) is a key strength of the school. Pupils are well supported because teaching assistants receive the training and support they require to be effective.”

Page 1

“The leadership of provision for pupils with SEND is good. The experienced special educational needs coordinator (SENCo) ensures that all pupils with SEND are identified, supported and monitored. Carefully targeted training for teaching assistants and teachers has resulted in particularly effective support for all pupils, particularly those with, or awaiting, education, health and care (EHC) plans.”

Page 4

“Pupil premium funding is used effectively to provide support for disadvantaged pupils who are falling behind or need extra support in order to catch up. Teachers now know which pupils are entitled to support through this funding and are held accountable for their pupils' progress. As a result of more rigorous monitoring, a higher proportion of disadvantaged pupils are currently on target to reach both the expected and higher standard this year.”

Page 4

“Teaching assistants are clear about what they need to do in class to support learning. They follow planning and give feedback to teachers to help inform next steps for pupils' learning. Where teaching assistants work with individual pupils with SEND, they adjust their tasks to motivate and reward their pupils, taking account of their emotional and learning needs. Consequently, pupils with SEND access the curriculum and make good progress. Learning for other pupils is uninterrupted.”

Page 6

“Work in books validates that boys with SEND are making good progress from their starting points, because provision is tailored tightly to meet their needs. v Pupils who are disadvantaged make similar rates of progress to other pupils at the school. Disadvantaged pupils with SEND also make good progress from their starting points. Teachers track the progress of disadvantaged pupils and highlight where additional support is required. A higher proportion of disadvantaged pupils across the school than in the past are now on target to reach the expected and higher standard.”

Page 7