



The Federation of Yatton Schools

Special Educational Needs and Disabilities Policy

Document Information			
Reviewed by:	PQA	Responsibility:	PQA
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Signature (FGB)	Not required	Signature (Head)	Not required

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

Definition

The new Code of Practice defines SEN 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 SEN code of practice sets out four areas of SEN:

- 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 SEN, although pupils with EAL may also have SEN.

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 SEN 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 SEN 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 revised code of practice focuses on meeting SEN needs in the classroom. **'All teachers are teachers of children with SEN'** (SEN 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 SEN policy and are aware of the procedures for identifying, assessing and reviewing provision for children with SEN. Class teachers work closely with the SENCo 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 Co-ordinator is **Mrs. Emma Hardy-Smith**. Her responsibilities include:

- Managing the strategic development of SEN provision.
- Co-ordinating provision for children with SEN.
- Overseeing the day-to-day operation of the school's SEN policy.
- Assessing with and advising on, the teaching and assessment of children with SEN.
- Monitoring the impact of SEN interventions.
- Managing and co-ordinating Learning Support Assistants.
- Liaising with parents of children with SEN.
- Liaising with other school SENCo'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 SEN as part of the graduated approach of 'Assess, Plan, Do, Review' in liaison with teaching staff.
- Ensuring the school's SEN register, policy and provision map is updated.
- Leading staff training on SEN.
- Organise annual and termly reviews.
- Ensuring appropriate allocation of resources, including Top Up Funding.
- To keep informed by reading, researching and attending training on SEN 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 SEN. The Headteacher keeps the Governing Body fully informed and works closely with the school's SENCo. 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 SEN.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEN.
- 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 SEN joins in the activities of the school, together with children who do not have SEN, so far as is reasonably possible.
- Ensure that parents are notified of a decision by the school that SEN 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 SEN & D policy.

Admissions:

Children with SEN 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 SEN comes from the school's delegated SEN 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 must usually be applied for in **March**. There is an additional opportunity in **November** to apply for funding for children entering the school after March from outside of the county, or for children starting school in the Foundation Stage who did not receive funding in their pre-school setting.

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 First Quality 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 SEN 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 (SENS):

A graduated approach - 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 **planned** and implemented by teaching staff with the impact being **reviewed** after a specified time. This process will be repeated with the

same or a different intervention programme, and if the child still does not appear to be making appropriate progress, the class teacher will discuss this with the SENCo and with the parents try to identify the child's barriers to learning. The SENCo will then agree and plan appropriate actions through a **Personal Provision Plan**. This may not necessarily involve additional adult support.

- Should a child continue to make little or no progress, 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 the SENCO may consider referring the child to an outside agency for additional support on how to best support the child and move their learning on. This may involve further assessments of the child's needs and specific targets drawn up through provision planning meetings.
- Parental consent will be sought before discussing names of children with an external agency.
- At all times, records will be kept to indicate support provided and indicate progress made against the targets set towards agreed outcomes.
- If a child demonstrates very significant cause for concern, 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 Personal Provision 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 a Personal Provision Plan and Provision Map which will identify specific targets and additional strategies to be employed to achieve progress towards the agreed desired outcomes.
- The Personal Provision 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 Provision 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 SENCo will co-operate as part of the SENCo Network.
- The SENCo will liaise with other agencies when appropriate to the needs of the child. The school receives regular visits from the nominated Education Welfare Officer, and the Educational Psychologist. In addition, the school may seek advice from Specialist Advisory Teachers, the SEN Team and the North Somerset Council SEN Officer.

Staff training:

- Teaching and non-teaching staff may, where possible and appropriate, attend SEN and inclusion training, or visit special schools, or schools with a specific expertise in inclusion.
- The SENCo will ensure that staff remain up-to-date with developments in SEN 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:

- Plans for meeting SEN in the school will be reviewed annually.
- The effectiveness of the SEN provision will be regularly reported to the governors.
- Effectiveness will be reported to parents and the school community at the governors' annual meeting.
- This policy will be reviewed as part of the governors' annual programme.

Complaints Procedure:

The school's complaints procedure is set out in the yellow guidance document and in the school prospectus.

Under the SEN 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 SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and other school leaders.
- Analysis of pupil-tracking data and test results.
- Value added data for children identified as having SEN.
- Monitoring of procedures and practice by the SEN Governor.
- The schools' self-evaluation mechanisms.
- The governors' Annual Report to Parents, which contains the required information about the implementation and success of the SEN policy.
- The schools' annual SEN 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	