



Topcliffe C of E (VC) Primary School

Special Educational Needs and Disability (SEND) Policy

This policy is in line with the Code of Practice ratified by parliament September 2014

Head teacher – Mrs A Clay
SENCO – Mrs A Clay
SEND Governor – Andrew Fyfe

Abbreviations used:

ASCOS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCO	Special Educational Needs Coordinator
TA	Teaching Assistant
D	Disability

Our aims and values

- To build a community of happy, successful independent learners equipped with the skills and knowledge for the next stage of their learning journey.
- To provide a caring, safe and welcoming environment in which everyone has a voice and feels valued and respected.
- That the school's Christian ethos will underpin all aspects of the life of the school while recognising and respecting other faiths and cultures.
- To engender a love of learning with high quality teaching through a creative and inspiring curriculum recognising each individual child.
- To enhance the well-being of all children by promoting healthy lifestyle choices and encouraging positive behaviour.

Our Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification of any special needs is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them

Objectives of the policy

The objectives of this policy are to ensure that the governing body makes provision for pupils, those with SEN or who are disabled.

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 (6.1 final draft CoP)

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream

school. Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.(xiii, xiv CoP 2014).

Responsibilities

Headteacher - has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

- SEND governor – meets regularly with the SENCO and has access to information which allows them to monitor and evaluate the effectiveness of the SEND policy.
- SENCO – supports, leads and provides professional guidance to class teachers, maintains up to date records of SEND children, monitors and evaluates interventions, liaises with parents and outside agencies.
- Class teachers - provide quality teaching within the classroom, implement SEND policy, identify, plan for and provide intervention for children in their class, liaise regularly with parents and SENCO.

Whole school approaches:

- 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, SENCO, parents and pupils to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs.
- The SENCO 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 students have individualised targets.
- Provision maps are on display and available on the school website so that staff, pupils and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- 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 our local provision. This is published on the school website as part of the governors' SEN information report.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of

communication needs, to make their views known.

- Transition arrangements will be personalised to support additional needs.
- The SENCO will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

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. However, 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
- Analysis of data examining the progress of different vulnerable groups
- 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 SENCO related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCO, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEN 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 SEN funding

Policy updated: July 2015

Review date: July 2016