

# Pickering Community Infants & Nursery School

## Policy for special educational needs and disabilities (SEND)

Agreed by governors: November 2016

Review date: November 2017

This policy is in line with the SEN Code of Practice 2014.

### Abbreviations used

AS	Autism Support
CoP	Code of Practice (2014)
EHCP	Education and Health Care Plan
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
IPM	Individual Provision Map
PIVATS	Performance Indicators for Value Added Target Setting
Rfi	Request for Involvement
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
VPC	Vulnerable Person's Champion

## Our Philosophy:

The Governing Body and Staff at Pickering Community Infant and Nursery School are committed to offering an equal entitlement for all children through an inclusive curriculum to ensure the best possible progress for all our pupils, regardless of their needs, abilities and social economic backgrounds. We provide a supportive, positive learning environment and all our staff are committed to the principle of inclusion. The skill, experience and attitude of the class teacher is the key to effective learning for all children, but this has even greater significant for SEN children, who more than most needs additional and different support in order that they can take full advantage of all that is on offer.

## Context Setting

In the response to this, the appointment of the VPC (Vulnerable Person's Champion) in September 2014 replaced the previous role of SENCo, bringing together our vulnerable groups under one banner so as to ensure a dynamic and centralised approach to co-ordinating provision for some of our most reluctant learners. The role is normally split between Pickering Community Infant and Nursery School and Pickering Community Junior School, though until January 2017 the VPC is on maternity leave and the replacement VPC is covering just the Infant School. Due to the VPC being on the senior leadership team of Pickering Infants and Junior school, there is also much opportunity to work collaboratively to support transitions between KS1 and KS2. For the purposes of this document, the role will be referred to as VPC/SENCo.

## Aim of the Policy

To promote the successful inclusion of pupils with special educational needs and disabilities at Pickering Community Infant and Nursery School

In making provision for pupils with special educational needs our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2014 and the Equality Act 2010, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To identify and assess the pupils with special educational needs and disabilities (SEND) as early as possible.
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils.
- To provide a **graduated approach** in order to match educational provision to pupils' needs.
- To develop a partnership with parent/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.
- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision-making in order to provide more effectively for them

- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs and disabilities.
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and disabilities and are able to exercise them.
- To monitor our effectiveness in achieving the above objectives.

### **Definition of Special Educational Needs (SEN)**

“A child or young person has SEN 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 school or mainstream post-16 institutions”. (SEN Code of Practice 2014)

### **Definition of Disability**

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities” (Equality Act of 2010)

### **Admission Policy**

The school’s admission policy is in line with the LA admissions criteria which does not discriminate against pupils with special educational needs or disabilities.

### **The SEND Process**

In line with the SEND Code of Practice 2014, the school operates a four stage graduated approach:

1. **Assess:** the class teacher and VPC/SENCo to analyse a pupil’s needs before identifying a child as needing SEN support. Whenever a child is identified as having SEN needs, parents will be consulted.
2. **Plan:** In collaboration with families, targets will be set and appropriate intervention and strategies planned.
3. **Do: ‘All teachers are teachers of children with SEND’ (CoP 2014 5.2)**  
The class teacher will always remain responsible for the pupil and work with the pupil on a daily basis. As such, even where interventions or 1:1 teaching away from the class teacher are part of provision, the class teacher should still retain responsibility for the pupil.
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date.

### **Educational Health and Care Plan (EHCP)**

The majority of children and young people with SEN will have their needs met within the local mainstream school. However, where the school and family deem as appropriate, a CAN-Do

assessment will be completed collaboratively, followed by a request for an EHCP. The LA will then conduct an assessment of need. An EHCP will be prepared when the LA considers it necessary.

### **Identification, Monitoring, Assessment**

#### **1. Identification:**

Early Identification of SEN is imperative and the school makes every effort to identify these needs. Identification is achieved through any of the following means:

- Contact with family who express concern over their child's progress
- Classroom monitoring/assessment/observation by the classteacher
- Use of standardised tests taken throughout the school (for example Reception Baseline assessment)
- Other assessments made by the class teacher/VPC/SENCo/other professionals
- Request for Involvement (RfI) compiled by classteacher, pupil and parents to seek outside professional to make early assessment

#### **2. Assessment and Monitoring**

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make good progress in relation to the personalised targets set. Progress will be reviewed at least termly by class teachers in collaboration with families, and where appropriate the VPC/SENCo. The wants and needs of the pupil will also be ascertained through pupil voice.

Monitoring and evaluating the progress of pupils with SEN 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 individual provision maps
- Completion of statutory functions by the VPC/SENCo related to request an EHCP/supporting classteachers with termly SEN reviews with families.
- Work scrutiny with selected pupil groups
- Focused monitoring by the VPC/SENCo, LA adviser, SEN Governor.
- Providing additional support as necessary at points of transition for identified vulnerable children.
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

### **Access to the Curriculum**

All children in the school are given access to a broad and balanced curriculum. Children with SEND are fully integrated into the whole school. The school has adopted a number of strategies in order to ensure full and complete access:

- Quality First Teaching, including individual approaches relevant to need
- A personalised, tailored curriculum with well-pitched differentiated activities
- Specific equipment and resources to allow access
- In class additional support \*
- Withdrawn support \*
- Specialist teaching ie support from outside agencies/specialist teachers and other professionals.

(\* - In class and withdrawn support is entirely dependent upon the child's individual needs, taking into account classroom routines, availability of resources and support and the child's right to a broad and balanced curriculum.)

Quality assessment ensures teachers can determine next steps for each pupil. Children with SEND may well need next steps to be broken down into small steps in order to meet individual needs. Where appropriate, the school currently uses PIVAT scales to measure small step progress for a child. The school will continue to do so until the point where there is a replacement offered to schools in light of 'Assessment Without Levels'.

### **Examples of whole school approaches to supporting children with SEN:**

- 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, VPC/SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The VPC/SENCO in association with colleagues from EMS/external agencies offer 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 available 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
- School uses the local authority's local offer to inform the school offer. This is published on the school website.

### **Examples of Individualised approaches to supporting children with SEN:**

- All children on the SEN register have an Individual Provision Map which documents the tailored provision being provided to support a child. These are written collaboratively between families and the class teacher, with the support of the VPC/SENCo where required.
- Person-centred reviews will be held termly with families (or more regularly where required), considering acceptable meeting times. The parents and pupil (where appropriate) will be respectfully listened to and their views will inform personalised learning pathways.
- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated both before and after the intervention is completed.
- Additional help will be sought appropriately from EPs, EMS, ESWS, AS etc.
- Transition arrangements will be personalised to support additional need
- The VPC/SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- 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 (CoP 2014)

### **Inclusion**

At Pickering Community Infant and Nursery School, we are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with SEN to be an integral part of our school community. Regardless of a child's attainment, our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child and by either modifying activities or providing support that will help the child to participate in them. Pupils will only be withdrawn from normal activities when:

- The child will benefit from some intensive individual work of a core subject (reading/writing/numeracy)
- It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate and some alternative had to be arranged.
- Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum.

### **The Role of the VPC/SENCo**

The Vulnerable Person's Champion (VPC)/Special Educational Needs Co-ordinator (SENCo) is Mrs Kate Long. The VPC/SENCo's responsibilities include:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs.
- Advising on the graduated approach to providing SEN support
- Liaising with parents of pupils with SEN
- Liaising with other schools and other specialists teachers and agencies, educational psychologists, health and social care professional and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date.

**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

**Procedures**

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

Vulnerable Person's Champion/SENCo– Mrs K Long  
Governor with responsibility for SEND – Mrs Haley Stone

**The School's Complaint Procedures**

The parent/carer of a child with SEN has the right to make a complaint about the provision made for their child at the school. The first point of contact will be the class teacher, then the VPC/SENCo, who will try to deal with the complaint as efficiently and effectively as possible. If the parent/carer is unhappy with the response of the VPC/SENCo, please refer to the schools complaints procedure which is available on the school website.