



Osmotherley Primary School

Special Educational Needs and Disability (SEND) Policy

Agreed by FGB	January 2021
Review	January 2022

Introduction

Osmotherley Primary School is a caring and inclusive school, which values the ability and achievement of all its pupils. We believe that Special Educational Needs and Disability (SEND) is a whole school issue. Staff members value all pupils equally and support inclusion.

Within the school, there is a flexible approach to learning styles and organisation in every classroom, in order to best support all children's needs. Children with SEND will be able to engage in a variety of classroom activities with children who do not have SEND both in curricular and non-curricular sessions. Activities may be adapted or planned separately as appropriate.

We are committed to making the whole curriculum accessible to all pupils, through high quality teaching that is differentiated and personalised to meet the individual needs of the children. We recognise that children are unique and learn at different rates. There are many factors affecting attainment, progress and overall achievement, including: general ability, specific learning difficulties, emotional needs, age and maturity. We understand that a pupil, at some time in his/her school career, may be in need of special provision or support, either in the long term or short term.

Definition of SEND at Osmotherley Primary School

We use the definition for SEN and for disability from the **SEND Code of Practice 2014** which states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out day-to-day activities'.

School Aims relating to pupils with SEND:

- To identify barriers to learning and participation as soon as they arise, providing learning contexts and styles that enable every child to access a broad and balanced curriculum.
- To provide every child with a broad and balanced curriculum which encourages them to achieve their full potential, whilst fostering their independence.
- To secure special educational provision which is additional to and different from that provided within the differentiated curriculum to respond to the four areas of special educational need:
 - Communication & Interaction
 - Cognition & Learning
 - Social, Emotional and Mental Health
 - Sensory and / or physical
- To set high expectations for every pupil, in attainment, personal development and behaviour.
- To ensure that all children are valued equally, regardless of their ability or behaviours.
- To promote positive relationships with parents when their child is in need of SEND support.
- To involve and engage children in lessons, enabling them to become more independent learners.
- To support the inclusion of children with SEND in mainstream school, through continuing liaison with relevant outside agencies when appropriate.
- To fully integrate all pupils within the school and extend opportunities to participate in all activities within and beyond the school, such as after school clubs, educational visits and residential trips.
- Regular communication with all stakeholders regarding progress – pupils themselves, parents/carers and any external service providers

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including pupils who have EHC Plans. The SENCO is Miss Jane Bamber (Headteacher). The SEND Governor is Mrs Amanda Beanland. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body. The Designated Safeguarding Lead (DSL) Miss Bamber, the Deputy Designated Safeguarding Lead, Ms Linda Pickard and the Safeguarding governor, Mrs Anthea Howlett have specific responsibility for safeguarding.

Procedures related to the Special Educational Needs Policy Admission

At Osmotherley Primary School, we welcome any child, regardless of his/her Special Educational Needs, whose parents wish him/her to attend the school, within the constraints of the criteria set out in our admissions policy, and the staffing, building restrictions, and relevant resources which we have available for that particular child. In meeting the SEND of each individual child, the school works together with the pupil and his/her parents. The SENCO/head teacher, teaching staff, and Learning Support Staff, support children with Special Educational Needs.

Prior to taking up a place in our school, parents of a child with an Education, Health and Care Plan (EHCP) are invited to discuss provision that can reasonably be made to meet their child's identified needs. If it is agreed that the school is able to meet the EHCP provisions, the child will be offered a place. If it is not considered possible for the school to meet the identified need and provisions, the matter will be discussed with the SEND governor and taken to the Local Authority in order for a decision to be made.

Resources

Osmotherley Primary School is a Victorian, single storey building with 2 classrooms: Early years/Year 1 and Year 2 in one class and Y3, Year4, Year 5 and Year 6 in the other. The school hall is used in the mornings so that the Year 3 and Year 4 pupils can be taught separately from the Year 5 and Year 6 pupils. Entrance to the building is through the main reception area. There is a sloping ramp leading from the Early Years/KS1 classroom to the outside area. There is a room with provision for a disabled toilet to be installed. Any further alterations to the building will take into account the Disability Discrimination Act. The school does not have a SEND unit.

Resources for special needs are purchased as appropriate through the school budget and are available to all members of staff. Specific individual resources are purchased as necessary and in some cases may also be used to support other children.

Learning support staff are employed to support children with SEND. Osmotherley Primary School uses a range of 1:1 and small group interventions to develop the skills and abilities of children with a range of SEND. The school also accesses a number of outside agencies to support children with SEND.

Curriculum Provision and Intervention Strategies

SEND support is primarily delivered by class teachers through Quality First Inclusive Teaching. The teaching staff share planning with support staff. Plans provide differentiated opportunities to match the needs of individual pupils with SEND.

Our aim is for all children with SEND to be fully integrated within the classroom setting. Teaching Assistants (TAs) provide additional support throughout the school. The support timetable is reviewed as necessary by the SENCO and head teacher, in line with current pupil needs and the budget. In some cases, additional support may be funded through individual

allocations from the Local Education Authority. This funding also covers specific resources, programmes and appropriate staff training.

Under the direction of the class teacher, individual or small groups of pupils may be supported with their classwork by TAs, and in some cases, student teachers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TAs or specialist staff.

At times, in order to support pupils in their learning, they may be supported outside of the classroom for short periods of time to pursue individual or small group specific learning programmes or precision teaching. Additional individual support is timetabled for children with specific learning needs or other difficulties.

Where the SEND relates to social, emotional or behavioural issues, interventions/classroom strategies in place are informed and supported by outside agencies, such as Speech and Language Therapy (SALT) or the Communication and Interaction Team. In this instance, the SENCO will contact and liaise closely with these agencies in order to support class teachers or TAs with delivering appropriate programmes. Class teachers will adapt teaching and learning and modify their classroom practice in line with outside agency advice, as appropriate.

All support programmes are intended to develop specific skills, boost pupils' self-esteem and build confidence to enable them to become independent learners within the classroom.

Identification and Assessment Procedures for Pupils with SEND

In accordance with the SEND Code of Practice 2014, children at our school on the SEND register are identified using the North Yorkshire County Council agreed criteria. As with all pupils, children with SEND are assessed on the evidence of what they know, understand and can do within all areas of the National Curriculum. Slow progress and low attainment do not necessarily mean that a pupil has SEND, and should not automatically lead to a pupil being recorded as having SEN.

In the case that a child is making slow progress or is achieving below age related expectations, the class teacher will identify individuals, or groups, who may need to have their learning tasks differentiated.

There may be a different level of outcome expected in relation to the learning objectives set for pupils at this level. The SENCO will be made aware of these children through pupil progress meetings. In some cases, though, it may be identified, against the NYCC SEN Support guidance, that a child has a need (difficulty) in one or more of the following areas:

- Cognition and Learning (L)
- Specific learning difficulties (SpLD)
- Social, emotional and mental health difficulties (SEMH)
- Visual impairment (VI)
- Hearing impairment (HI)

- Physical disability (PD)
- Autistic spectrum disorder (ASD)
- Speech, language and communication needs (SCLN)

Staff can draw upon a range of information to establish a clear analysis of a child's needs. This includes:

- teacher assessment and experience of the child;
- information about progress, attainment, and behaviour;
- the development of the child in comparison to their peers;
- the views and experience of parents;
- the views of the child;
- advice and assessment from external support services involved with the child/family.

Prior to entry into Reception, there are meetings with parents, teachers and pre-schools to identify children with known SEND. The Foundation Stage Profile (FSP) commences in the initial term of school and is used to assess the development of each pupil.

In Key Stage 1 (Year 1 and 2) and in Key Stage 2 (Year 3,4,5 and 6), teachers make regular assessments of all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and against national Age Related Expectations (AREs). Ongoing monitoring takes place with the class teachers and the SENCO to assess the evidence accumulated. Discussions are also held with parents.

Children identified as needing additional support via this monitoring process may then be further assessed using relevant materials or external agency assessments, depending upon the nature of the concern reported. Children with literacy difficulties will be assessed using various resources at interim points throughout the year in order to track progress. A range of evidence, including achievement of objectives, reading ages and spellings scores will be used to assess the needs and progress of the child. Class teachers or parents should raise concerns in this area with the SENCO.

If a specific difficulty, such as a speech and language issue, or a movement/coordination difficulty, is identified, the SENCO will liaise with appropriate outside agencies, to identify the precise needs of the child. Personalised targets and interventions will then be put in place to support the individual pupil.

SEND Support following identification

If the class teacher or parents are sufficiently concerned about the pupil's progress, this is raised with the SENCO and, if appropriate, pupils are placed on the school's SEND register.

Pupils on the school's register requiring SEND support will have targets set, and recorded in an Individual Provision Map (IPM), which will be planned by the class teacher in liaison with the SENCO. The plan will also outline the adjustments, interventions and support which will be put in place for the pupil. Targets for the pupil will be shared with him/her and with parents/carers. All staff who work with the pupil will be made aware of the plan. Parents are also notified when pupils are placed on the register.

High quality teaching, appropriately differentiated for the child, is the first step in responding to possible special educational needs. Some pupils, depending on their identified needs, will have individual or group time with a class teacher and/or TA. Support/advice and intervention from an outside agency may also be sought for children requiring SEND support. This is designed to ensure that support is focused on individual need and personal outcomes rather than classification or labels. Parents/carers' consent will be sought before external agencies are involved.

Outside agency support may include:

- Social Services
- Educational Psychology
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- SEMH Support

Other agencies will be contacted and involved as appropriate.

Sometimes the professionals from an agency will come into school to work with pupils or advise the teacher, SENCO and TA. Parents will be informed if any outside agency is involved. In some cases it may be necessary for the pupil to attend appointments outside of school.

SEN Support (formerly categorised as School Action & School Action Plus)

Where it is determined that a pupil does have SEN, parents / carers will be advised of this and their consent sought to add the pupil to the school's register of SEN. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place which removes barriers to learning and accelerates the pupil's progress.

Support is provided through a four – part process:

- Assess
- Plan
- Do
- Review

This on-going cycle helps identify which strategies are the most effective in supporting the pupil to achieve good progress and outcomes

Where a pupil presents with or develops more complex SEND needs and requires a significant level of specialist and/or adult 1:1 support, either the school or parents can request an assessment by the local authority to assess whether an Education, Health and Care Plan (EHCP) is appropriate. The school would only request these for children who have particularly complex SEND needs that cannot be met within the current funding and/or structure at the school. The needs of the majority of pupils with SEND will be met within the school's own resources and without the need for an EHCP.

Risk Assessments

Risk assessments will be undertaken and recorded, where necessary, in order to ensure that pupils' access needs are met and that the safety and well-being of all are given due consideration where necessary.

Ongoing Assessment and Review

Following assessment, planning support for varying levels of need takes place. Appropriate targets for children identified with SEND will be set on an Individual Provision Map (IPM) or Individual Behaviour Plan (IBP). These plans are working documents and are regularly updated by the class teacher/TA as necessary, and review meetings take place between the SENCO and class teachers at least once a term.

The school will ensure that staff involved with a child have sufficient skills, knowledge and understanding to deliver the provision planned in-class and through any specific intervention. In house special needs training and professional development will be arranged to ensure that provision for pupils with SEND is appropriately delivered and co-ordinated.

Progress is regularly and systematically monitored and individual or group programmes are reviewed in the light of outcomes. Target setting for all pupils takes place regularly and specific half-termly and termly update meetings take place across all year groups. Feedback is given to parents at parents' evenings or on request to the teacher.

Assessment and Record Keeping

All staff will plan, monitor and review pupils' progress through writing and reviewing personalised learning plans with the SENCO at least termly.

- The SENCO will monitor personalised learning plans and programmes of support
- A whole school register of pupils will be updated and maintained by the SENCO
- The SENCO will make referrals to appropriate outside agencies, who will liaise with relevant members of teaching and support staff
- The SENCO and class teachers will liaise across Key Stages including transition points from Pre-school into Reception, KS1 to KS2 and from Year 6 to secondary school
- The Headteacher/SENCO will ensure the policy is adhered to across the school

Criteria for removing children from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Working in Partnership with Parents/Carers and Pupils

The school works in partnership with parents/carers, who have a critical role to play in their child's education and progress. If it is felt that a child should be put on the SEND register or receive additional support, parents will be involved through liaison with the class teacher or SENCO in order to discuss any support being put in place. We strive to provide appropriate provision to all pupils and to work co-operatively with parents/carers and, where appropriate, the pupils themselves.

The SENCO and Class teachers will share IPMs and children's targets with parents/carers 3 times a year. If a parent wishes to discuss their child's needs, provision or targets in further detail, they may arrange an additional meeting with the SENCO. Ideas and materials for supporting learning at home may also be discussed with parents/carers and distributed on request. We recognise the link between regular attendance and educational success. Levels of attendance will therefore be monitored on a regular basis. Parents/carers will be notified of any concerns and regular liaison between school and the parents will take place.

If a parent/carer has any queries or concerns over the support that their child is receiving, they should approach the class teacher. If parents/carers feel that their child's needs are still not being met they should make an appointment to see the SENCO/head teacher as soon as possible. Full details of our complaints procedure can be found on the school's website or by asking for a written copy of the procedure. The Local Education Authority (LEA) provides a Special Educational Needs and Disability Information, Advice and Support (SENDIAS) Service which provides impartial advice, information and support to parents and carers of children and young people with SEN throughout North Yorkshire. This service can be accessed via the SENDIASS website <http://sendiassnorthyorkshire.co.uk>

North Yorkshire County Council's Local Offer, which gives information regarding services for children or young people with SEND, can be accessed by parents through the following web link: <https://www.northyorks.gov.uk/send-local-offer>

The school's SEN Information Report explains how this policy is implemented. It can be found via our school website: <http://osmotherley.n-yorks.sch.uk>

The Four Part Support Process

Assess The class teacher analyses the pupil's needs based on their assessments, taking into account previous progress and attainment and the pupil's and parent's views. Where relevant, advice from external support services will also be sought and considered.

Plan Planning will involve consultation between the teacher, support staff, parents / carers and pupils (where appropriate) and SENCo, where necessary, to agree the adjustments and support that are required, which are additional to and different from the differentiated curriculum, the impact on progress, development and / or behaviour that is expected and a clear date for review. Parental involvement at home may be sought, where appropriate, to reinforce or contribute to progress. This plan will be recorded in an Individual Provision Map.

Do The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to-one teaching away from them as class teacher. They plan and assess the impact of support and interventions together with anyone else who regularly works with or supports the child, e.g. teaching assistants. Support with further assessment of the pupil's needs will be provided by the SENCo, or external support services, where necessary.

Review Reviews will be undertaken each term and will evaluate the impact of the support and interventions. The class teacher, in consultation with the pupil, parents / carers and SENCo, if necessary, will revise the support plan. Where it is felt that a pupil no longer requires SEN Support, it will be recommended to parents / carers that the pupil is removed from the register of SEN. In such circumstances, careful monitoring of the child's progress will continue for a term, and a further joint progress review with parents / carers will be offered.

Evaluating the Impact and Success of the SEND Policy

The SENCO will provide information to the governing body as to the number of children on the schools SEND Register. School data will include relevant information on pupils with SEND. This will include needs, support, achievement and progress. This will enable the school and Governors to monitor targets.

The monitoring and evaluation process will serve the basis for planning programmes of action and targeting time, support and resources. This policy will be reviewed annually by the SENCO/head teacher and SEND governor, and approved by the governing body.

This policy operates in conjunction with the following policies:

- SEN Information Report (part of NYCC's Local Offer)
- Admissions
- Behaviour and Discipline
- Complaints Policy and Procedures