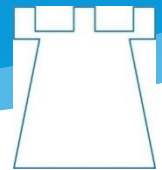


2024

Special Educational Needs and Disability Policy



SHERIFF HUTTON PRIMARY SCHOOL

Date of Policy Review: January 2024

Approved by the Governing Body: TBC

To be reviewed: January 2025

Responsibility: Headteacher

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

SENCo: Julie Bartlett

Date of NASENCo Award: September 2015

SEN Governor: Sally Bellwood

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan

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OBJECTIVES AND AIMS

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use ‘**must**’ when referring to a statutory requirement.

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENCo
- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school’s arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school’s performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

HOW DO TEACHERS IDENTIFY PUPILS WITH SEND?

See [FLOWCHART FOR TEACHERS](#)

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outlines the process that you as a teacher will follow to identify pupils with SEN.

1. Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's records. This is referred to as a '**short note**' in the SEND CoP. It is imperative that your initial concern is logged and dated. A document named 'At a glance' is completed. These are located on the secure shared drive. Inform the class teacher of your concern within 2 working days. If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
2. If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform the class teacher of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
3. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.
4. The class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) [Ladder of Intervention](#). Any child in our school with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than

expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point, a decision as to whether the child has SEN will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.
6. Our SENCo will maintain a list of pupils who have been identified as having SEN on our SEN list. All teachers can access this list to see the records for the pupils they teach. This is password protected. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. All information such as SEN support plans, communications, reports, EHCPs, annual reviews etc. are available. This must be kept up to date in line with our policy. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written.

7.

THERE ARE 4 BROAD AREAS OF NEED:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENCo. To assist us, NYC has banding descriptors for each area of need, please contact the SENCo to see this.

SPECIAL EDUCATIONAL PROVISION

Once the CYP has been identified as having SEN then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place.

This is called the **GRADUATED RESPONSE**. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
2. **Plan.** This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the plan.

The plan is written by the class teacher supported by the SENCo if required. We use our SEN Support Plan template. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps help plan any adjustments, approaches, resources, or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

The autumn plans will be written before the October half term holiday; spring term plan are completed in February and summer term plans in June. The plans will be uploaded onto our server within 5 working days of the meeting and a copy given to the parent, parents are asked to sign a copy of the plan. The SENCo will monitor the quality of the plans.

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.

4. **Review** The class teacher will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

INVOLVING SPECIALISTS

If at any point the class teacher in consultation with the SENCo feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first.

This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

TRANSITION

SEN support will include a plan for effective transition between phases of education. The Individual Provision Map includes a section for completion by the class teacher at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class teacher.

EDUCATION, HEALTH AND CARE PLANS (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an EHCP review held each year. This **must** be before the date of the anniversary of the plan being issued. The SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

CONFIDENTIALITY

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed

the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

SAFEGUARDING CHILDREN WITH SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

ROLES AND RESPONSIBILITIES

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

ROLE OF THE GOVERNORS

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e., they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENCo does not have this award on the day, they are appointed then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

- 6.3 *There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- 6.97 *They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEN Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors **must** publish at least annually a **SEN INFORMATION REPORT**.

6.79 *The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

*School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.*

ROLE OF THE SEN GOVERNOR

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy

- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

ROLE OF THE HEADTEACHER

The Headteacher is responsible for the strategic development, policy, and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g., a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who SEND has is aware of their needs and have arrangements in place to meet them.

ROLE OF THE SENCO

6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to

work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

6.90 The key responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the school's SEN policy*
- co-ordinating provision for children with SEN*
- liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- advising on the graduated approach to providing SEN support*
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- liaising with parents of pupils with SEN*
- liaising with early years providers, other schools, educational psychologists, health, and social care professionals, 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 the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- ensuring that the school keeps the records of all pupils with SEN up to date*

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to: classroom observation with a focus on: SEND provision, resources, and environment

- scrutiny of all SEND support plans content, implementation, and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutiny
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework

- Staff voice
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

ROLE OF CLASS TEACHERS/SUBJECT TEACHERS/FORM TUTORS

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the class teacher is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEN support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP with SEN on a daily basis
- keep abreast of SEND initiatives and CPD
- ensure QFT meets the needs of all learners and their starting points

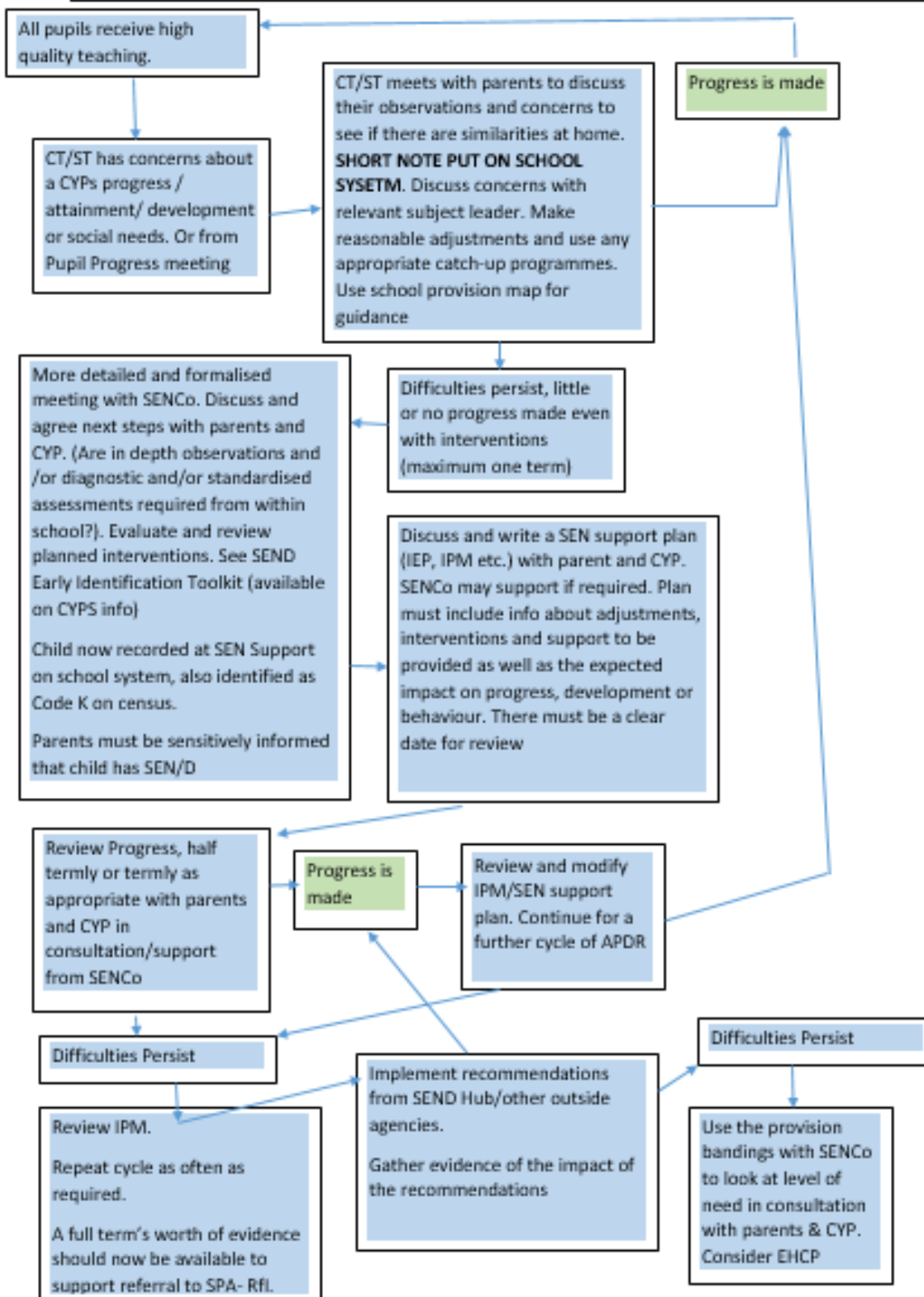
ROLE OF ALL SUPPORT STAFF

The role of the support staff is to:

- ensure CYP become independent, resilient learners

- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards.

Flowchart for Teachers to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.



Individual Pupil Provision Map



Supported Happy Pupils Succeed

Pupil Profile


Details					
Name		dob		UPN	
School	Sheriff Hutton Primary School	HT	Bev Stell	SENCo	Julie Bartlett
SEND Register start date		Y	IPPM no		
Additional Information					
Registered as school additional SEND support		In receipt of free school meals		In receipt of pupil premium/plus	
Looked after child (LAC)		Open or on-going TAC/CAF		EHCAR submitted to NYCC	
English as an additional language (EAL)		Traveller family – highly mobile		EHCP in place	
Military family – parent deployed in conflict zone		Alternative communication, e.g. BSL		Issued by: name authority	

Attendance					
This academic year	%	Last year	%	Previous year	%
Has there been any significant periods or patterns in absence?					Yes / No
If yes, brief details:					
Dates of exclusion:		Details of exclusion			

Supporting agencies			
Role	Name	Organisation	Dates: from / to

My View - Child's voice

About me	This is me
	photo of pupil

What I'm good at	What I find difficult 
•	•

What I want to achieve

Pupil Profile Barriers to learning

Primary Need	C & L	C & I	SEMH	SPM	Prevailing needs	C & L	C & I	SEMH	SPM

Cognition & Learning	
Summary of Need/Barrier to learning	Long-term goals * <i>broad aims for the forthcoming year</i>

	•
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Communication & Interaction	
Summary of Need/Barrier to learning	Long-term goals * <i>broad aims for the forthcoming year</i>
	•

Social, Emotional & Mental Health (SEMH)	
Summary of Need/Barrier to learning	Long-term goals * <i>broad aims for the forthcoming year</i>
	•

Sensory, Physical, Medical (SPM)	
Summary of Need/Barrier to learning	Long-term goals * <i>broad aims for the forthcoming year</i>
	•

Provision 1

Set Autumn 2	13/11/23	To be reviewed Spring 2	DD/02/24
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<u>Short-term targets</u> * <i>specific learning intentions in the short term</i> Think: When and who + what + why	Achieved	Ongoing	Comments/notes

Adjustments – accessing class-integrated learning (include recommendations from specialist support)

Teaching	Resources	Environment

Interventions – targeted learning (include recommendations from specialist support)

What	Frequency	Delivered by

Progress Review Spring 2	Date	DD/MM/YY
--------------------------	------	----------

Pupil View * use scaling or other indicator

Teacher view

Parent view

Parent's signature	on signing sheet	Date	DD/MM/YY
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Provision 2

Set Spring 2	DD/02/24	To be reviewed Summer 2	DD/05/24
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Short-term targets * specific learning intentions in the short term Think: When and who + what + why	Achieved	Ongoing	Comments/notes

Adjustments – accessing class-integrated learning *(include recommendations from specialist support)*

Teaching	Resources	Environment

Interventions – targeted learning *(include recommendations from specialist support)*

What	Frequency	Delivered by

Progress Review Summer 2	Date	DD/MM/YY
--------------------------	------	----------

Pupil View * use scaling or other indicator

Teacher view

Parent view

Parent's signature	on signing sheet	Date	DD/MM/YY
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Provision 3

Set Summer 2	DD/MM/YY	To be reviewed Autumn 2	DD/MM/YY
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Short-term targets * <i>specific learning intentions in the short term</i> Think: When and who + what + why	Achieved	Ongoing	Comments/notes

Adjustments – accessing class-integrated learning <i>(include recommendations from specialist support)</i>		
Teaching	Resources	Environment
Interventions – targeted learning <i>(include recommendations from specialist support)</i>		
What	Frequency	Delivered by
Progress Review Autumn 2	Date	DD/MM/YY
Pupil View * <i>use scaling or other indicator</i>		
Teacher view		
Parent view		

Parent's signature

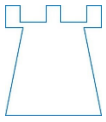
on signing sheet

Date

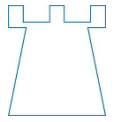
DD/MM/YY

Transition

Transition summary and recommendations for next academic year / new school



NORTH YORKSHIRE SHERIFF HUTTON PRIMARY SCHOOL



SEN Information Report

Date: January 2024

Review Date: January 2025

Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a child or young person to be entered onto the Sheriff Hutton SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on our SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment such as Elklan, GLR (Dyslexia Screening Test)
- Children or a young person that already have an Educational Health Care Plan (EHCP)

Our school has provided additional and/or different provision for a wide range of identified SEND,

- Communication and interaction (CI), including, autistic spectrum condition (ASC), Developmental Language Delays, specific speech and language difficulties

- Cognition and learning (C&L), for example, dyslexia (SpLD), dyspraxia (developmental coordination difficulties), moderate learning difficulties (MLD), developmental (learning) delay
- Social, emotional, and mental health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, attachment needs, and difficulties associated with family separation/breakdown/bereavement,
- Sensory and/or physical needs, for example, hearing difficulties, sensory processing difficulties, needs related to genetic conditions. Such as medical needs including peg feeding.

There is a graduated approach that enables the right level of intervention and support when needed:

Early identification is paramount at Sheriff Hutton Primary School to ensure all children are given the chance to reach their long term outcomes. When parents or teachers feel that children need to be identified with having SEND a period of assessment takes place. An 'at a glance' form will be completed over an agreed timescale, also known as a short note. This is completed by the class teacher and through discussion with parents. Assessment data is gathered by the class teacher and SENCO and observations of the child take place. A decision is made based on this assessment using the definition of Special Educational Needs.

If the child is thought to have Special Educational Needs a period of planning then takes place to involve the voice of the child, parent and teacher, in the form of a Individual Provision Map to set targets and plan suitable provision and resources for the child, to allow the children to make progress. The provision map is then put into place within the daily routine, monitored by the class teacher. This is followed by a process of reviewing, where the child can express their voice along with a meeting with parents, class teacher and SENCO, if required, to review the targets and discuss the next steps to start the Assess, Plan, Do , Review cycle again.

There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked through our Initial Concern process. If a specific educational need is highlighted, a 'Individual Provision Map' may be put in place. These will be written with the parents, child or young person and class teacher. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, such that we are aware of the effectiveness of the provision made for our pupils with SEND and made alterations to best meet their needs and fulfil their potential accordingly.

Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have regular reviews. Parents, SENDCo, and LA representative- usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the reviews.

School Policies that are linked to the identification and assessment of SEND

- SEND Policy
- Accessibility Plan
- Safeguarding Policy and procedures
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Equality Information and Objective Statement

Individual Provision Maps

Individual Provision Map are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the parents/carers, the child or young person and the class teacher with an outcome focused

approach. When completing individual provision maps, we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. Parents/carers will be supported to understand how they can promote these targets at home. The learning plans are very child centred and monitored and reviewed termly.

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the SENDCo – Julie Bartlett

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It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The school governor for SEND is Sally Bellwood.

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, Bev Stell will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

Partnership with Parents/Carers

Sheriff Hutton Primary School will have regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEN provision is necessary for their child's or young person personal progression. Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Individual Provision Maps will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.

- Class Dojo may be used to support communication with you when this has been agreed to be useful for you and your child.
- There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

Pupil Voice

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Pupil voice is highly valued in our school, and we feel their contributions to their own Individual Provision Map is key to the pupil's success.

A Graduated Approach

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

Transition Arrangements

We recognise that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition to their next year group. The children or young person will spend some time during the summer term with their new teacher/s. Teachers may also spend time with children or young person in their current class prior to September. Parents' Consultations are planned for the autumn term where the transition period is discussed, reviewed, and evaluated. The period of transition depends on the individual needs of your child or young person. When writing and reviewing EHC Plans there is always a focus on the longer-term transition to the next Key Stage for that individual pupil and what smaller 'SMART' targets are needed to achieve the aspirations of the pupil, parents/carers, and the staff within school such that each pupil may achieve their full potential and so that we provide all children and young people with an education that will enable them to be resilient within adulthood and become lifelong learners. Staff have also taken opportunities to visit and work closely with our partner secondary schools and local SEND schools to acquire a more in-depth knowledge of their routines, systems, and ethos. This also gives staff an opportunity to see what provision the schools have in place and how best to support your child for the transition into Year 7. Staff are willing to arrange and accompany children and/or parents/carers to their new school. Where possible, all involved staff will attend a Year 6 review to meet you and your child, where there is an EHC plan in place. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to their new school.

Teaching, Learning and Assessment

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- Individual Provision Maps for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle.
- Individual SMART targets
- Adapted learning
- Multi-sensory activities

- Data analysis through school tracking system
- Pupil progress meetings with class teacher, SENDCo and senior leadership team.
- Sharing between teachers to ensure a smooth transition.
- Individual Provision Map meetings held termly between child/ young person, teacher, and parents/carers to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.
- Teachers and support staff working closely together.

How we adapt the curriculum and learning environment for children & young people with SEND

Sheriff Hutton Primary School has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress. Work is differentiated for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential, however sometimes an Individual Provision Map will be needed with individual 'SMART' targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This would mean additional work with a child or young person on a small group or 1:1 basis to carry out specific interventions to support a child or young person to meet their individual targets. The SENDCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- o Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- o Support pupils to achieve their full potential despite any difficulty or disability they may have.
- o Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- o Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- o Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- o Make provision for children with SEND to fully develop their abilities, interests, and talents.
- o Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- o Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
- o Regularly review policy and practice to achieve the best outcomes for all our pupils.

Provision

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils. Your child/ young person will receive:

- Quality First and Adaptive Teaching.

Your child/ young person may receive:

- Specific small group work including targeted interventions
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during lessons
- Individual targets and an Individual Provision Map
- Assistive technology
- Pre-teaching of new concepts to enhance learning
- Support manipulatives, e.g., Numicon, writing frames, vocabulary boards.
- Tabletop resources

The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - The children receiving extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected
 - Deciding what resources/training and support are needed

Staff expertise and Provided Training Opportunities

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., Makaton training.

Our SENDCo has the National Award for Special Educational Needs Co-ordination.

External Agency Support

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENDCo and the pupil's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCo, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

- SEN Hubs
- Early HELP
- Healthy Child team
- CAMHS
- Educational psychology team

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: [SEND Local Offer | North Yorkshire Council](#)

Interventions

The SENDCo and the pupil's class teachers, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

- To provide key learning targets appropriate to the child's/ young person's current achievement
- To provide different learning materials or specialist equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To provide effective intervention without the need for regular or on-going input from external agencies.

Targeted Mainstream Provision

Targeted Mainstream Provision (TMP) provides specialist support, so that children and young people with SEND can make progress within a mainstream setting.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Supporting Pupils with their Emotional and Social Development

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 mentoring, feelings books, friendship groups, Speech Language and Communication interventions, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis

Arrangements for Dealing with Complaints from Parents/Carers

The school deals with any complaints from parents/carers by calling a meeting with the Head Teacher, and all the concerned parties. (Please refer to our 'Complaints Procedure' which can be found on our website for further details).

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and key information around this can be found in our 'Equality Information and Objectives' policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.