



## **Belong Believe Become**

“Do not be afraid: keep on speaking, do not be silent. For I am with you”

Acts 18:9-10

# **Special Educational Needs and Disability Policy**

Approved by governors:

Date for review:

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## 1. Aims

Our SEND policy and information report aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEND)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Snainton Church of England Primary School we believe that it is important to develop core values by which to live and cultivate moral standards that support and form character, spiritual awareness, and self-esteem. We feel a deep responsibility to nurture core values that can be shared and expressed by all, regardless of faith or belief.

As a whole school community, we have advocated distinctive Christian values that we believe give our school a core purpose.

The values of friendship, respect, community, forgiveness, trust and perseverance are the values we want our children to leave with. These Christian values are at the forefront of our provision to ensure that every child receives a high quality of education which includes: access to a broad and balanced curriculum; necessary support where needed; inclusion in all aspects of school life.

We will:

- › Work in partnership with pupils, parents/carers and other agencies to ensure high levels of achievement and a pupil centered approach to all decisions that relate to them.
- › Ensure that all staff use their continuous professional development to meet the needs of every pupil.
- › Map provision for all vulnerable pupils to ensure that staff deployment, resource allocation and additional interventions are leading to the best possible outcomes for the pupil.
- › Maintain high levels of scrutiny by monitoring provision and its effectiveness and make changes when a practice is not working.
- › Ensure that all pupils are treated positively by all members of the school community.

Roles and Responsibilities

- › The SENDCO and Headteacher will meet regularly with all staff members to discuss and review pupil progress.
  - › Any newly arising concerns will be discussed with the SENDCO and any relevant staff members.
  - › Targets set between SENDCO, staff and pupils will be used to inform and support whole class approaches to inclusive education.
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- › Regular monitoring of provision for quality and effectiveness for all pupils will be conducted by the SENDCO and Headteacher through learning walks and book scrutinies.
- › SEN support is to be primarily delivered by the class teacher in class, where possible.
- › Additional support may be provided where needed either in one-to-one or group interventions. These will be tracked on the Intervention map and reviewed regularly to make sure needs are met.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO is Samantha Bond (sbond@snainton.n-yorks.sch.uk)

They will:

- › Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- › Advise on the graduated approach to providing SEND support.
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- › Be the point of contact for external agencies, especially the local authority and its support services.
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- › Ensure the school keeps the records of all pupils with SEND up to date.

## 4.2 The SEND governor

The SEND governor is Carol Olivier

They will:

- › Help to raise awareness of SEND issues at governing board meetings.
- › Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- › Work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

## 4.3 The Headteacher

The Headteacher will:

- › Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- › Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

## 4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class.
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- › Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- › Ensuring they follow this SEND policy.

## 5. Safeguarding children with SEND.

### 5.1 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 the opportunity for an abusive adult to be alone with a child.

## **6. SEND information report.**

### **6.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- › Medical conditions such as cerebral palsy.

### **6.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **6.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- › We take into account the parents' concerns.
- › Everyone understands the agreed outcomes sought for the child.
- › Everyone is clear on what the next steps are.

Records of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **6.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil.
- › Their previous progress and attainment or behaviour.
- › Other teachers' assessments, where relevant.
- › The individual's development in comparison to their peers and national data.
- › The views and experience of parents.
- › The pupil's own views.
- › Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **6.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Where permitted, links will be made with secondaries which may include contact with pastoral/SEND staff and visits to the setting.

## **6.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions should they be beneficial including:

- › Numicon
- › Little Wandle SEND keep up
- › Write Away Together
- › Reading Intervention
- › Reading Comprehension

## **6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, minimizing impact on cognitive load, pre-teaching of key vocabulary, knowledge organisers, reading instructions aloud, etc.

## **6.8 Additional support for learning**

We have one teaching assistant who is trained to deliver interventions as listed in section 5.6.

Teaching assistants will support pupils on a 1:1 basis when support is needed as discussed with the teacher.

Teaching assistants will support pupils in small groups within class where support is needed.

We work with the following agencies to provide support for pupils with SEN:

- › Speech and Language
- › Educational Psychologist
- › SEND Hubs

## **6.9 Expertise and training of staff**

The SENDCo holds the NASENCo qualification.

Staff have regular, relevant training where applicable which is logged in a training log.

## **6.10 How is specialist support resourced?**

If needed, the school works closely with a range of outside agencies to ensure that specialist support is provided where needed. Parental permission is always sought before involving any outside agencies.

## **6.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after six weeks
- › Using pupil questionnaires
- › Monitoring by the SENDCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

## **6.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on any residential trip(s).

All pupils are encouraged to take part in all activities including sports day, school plays etc.

Pupils are encouraged to run for school council and to be play ambassadors.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

## **6.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEND are encouraged to be part of the school council and other school activities.

- › Zones of Regulation to develop emotional language.
- › Academic Resilience is a focus across the school.

## **6.14 Arrangements for admissions of disabled pupils, facilities and the steps taken to prevent them being treated less favourably.**

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extracurricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

## **6.15. Complaints about SEND provision**

Complaints about SEND provision in our school should follow the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

## **6.15 Support services for parents of pupils with SEND**

For further information:

<https://cyps.northyorks.gov.uk/send-education-provision-north-yorkshire>

<https://sendiassnorthyorkshire.co.uk/>

<https://www.ryedalespecialfamilies.org.uk/>

## **6.16 Contact details for raising concerns**

Please address all concerns to the Headteacher, this can be done via the school office on 01723 859229, by emailing [headteacher@snainton.n-yorks.sch.uk](mailto:headteacher@snainton.n-yorks.sch.uk) or in person by contacting the office to arrange a time.

## **6.17 The local authority local offer**

All maintained schools in North Yorkshire have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities. We are supported by the Local Authority to ensure that all pupils regardless of need make the best possible progress.



Our local authority's local offer is published here: <https://www.northyorks.gov.uk/children-and-families/send-local-offer/about-north-yorkshire-send-local-offer>

## 7. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Pupils with medical conditions