Yew Tree Primary School

SEND POLICY

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This policy gives due regard to the revised Code of Practice issued June 2014 and the SEND provisions set out in the Special Educational Needs and Disability Act 2001. It should be read in conjunction with the school’s Inclusion access and equal Opportunities Policies and reference should also be made with both the local authority’s and school’s local offers, published on the respective websites.

Statutory definition: “A child 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 child has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children of the same age. Additionally the child might have a disability that prevents or hinders them from making use of educational facilities generally provided by the LEA for children in school. The school takes reasonable steps to ensure that children with disabilities are not placed at a disadvantage.

AIMS

“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.” SEN Code of Practice 2014, page 92 6:1

- Children with special educational needs at Yew Tree School will be supported to meet their needs to enable them to reach their potential.

- The views of the child will be taken into account in the light of their age and understanding.

- We endeavour to make every effort to include the parents/carers in the education of their child/children, most importantly ensuring that they are consulted when key decisions need to be made about their child’s/children’s education.

- Children with special educational needs will be offered full access to a broad, balanced, relevant and responsive curriculum, including an appropriate curriculum for the foundation stage and the National Curriculum.

- Children’s medical needs are supported and taken into full consideration. We aim, where possible, to fully integrate all pupils with medical conditions and to ensure that their needs can be fully met whilst still having the entitlement to a full curriculum.
• All staff are committed to inclusion and will be willing to undertake extra training where necessary to ensure that children can fully access the curriculum.

**OBJECTIVES**

• To identify children with special educational needs as soon as possible using standardised criteria and to put into place an appropriate plan of work.

• To ensure that all children receive quality teaching and are appropriately supported by class teachers, Special Educational Needs Co-ordinator (SENDco), Teaching Assistants and outside agencies if required in order to promote their learning and achievement.

• To encourage effective home school partnership which promotes and supports independent learning.

• To work collaboratively with external agencies in focussing on and overcoming barriers to learning.

• To ensure that all children achieve or exceed their personal targets with appropriate strategies for intervention if required.

**PROVISON**

The School Governing Body, Head Teacher and SENDco are responsible for co-ordinating the educational provision for children with special educational needs.

The Governing Body must:

• Ensure that the necessary provision is made for any pupil who has special educational needs or a disability.

• Ensure that, where the "responsible person" – the Head Teacher or the appropriate governor or SENDco - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.

• Ensure that teachers in the school are aware of their responsibility in identifying and providing for, those pupils who have special educational needs and/or a disability.
• Report annually to the parents on the school’s policy for pupils with special educational needs through the governors’ report to parents.

• Ensure that parents are involved in and understand any decision made by the school that additional support is being made for their child.

• Ensure that pupils with special educational needs join the activities of the school with all other pupils, so far as is reasonably practical and compatible with the pupil receiving the necessary educational provision, the efficient education of other children in the school and the efficient use of resources.

• Be fully involved in developing and monitoring the school’s SEND policy.

• Be up to date and knowledgeable about the school’s SEND profile and provision, including how funding, equipment and personnel resources are deployed.

The Head Teacher has responsibility for:

• The day to day management of all aspects of the school’s work, including provision for pupils with special educational needs.

• Keeping the Governing Body fully informed about any issues relating to SEND provision and funding.

• Working closely with the SENDco and the SLT. This will ensure good communication with key personnel; and will also ensure that monitoring of the SEND process at Yew Tree is consistent and involves all stakeholders.

The SENDco has responsibility for:

• Developing ways to overcome barriers to learning in liaison with school staff and all external professionals.

• Sustaining effective learning and teaching.

• Monitoring the quality of teaching and the standards of pupil achievement.

• Implementing high expectations for all children and ensuring that teaching and learning are differentiated suitably to meet the needs of the child.
• Ensuring that staff INSET is carried out as appropriate. The SENDco must also obtain NASENDCO status (accredited training) within 2 years of taking up the post.

At the time of writing this policy the school’s named SENDco is Mark Alberici who has NASENDCO accredited status. Rachael Russell, Headteacher, also has NASENDCO accreditation.

For a full list of SENDco responsibilities please see the attached SENDco job description that can be found in the accompanying guidance document.

• All teachers and teaching assistants will be involved in the development of the school’s procedures for identifying, assessing and making provision for pupils with special educational needs.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS

The school policy for special educational needs follows the guidance of the local authority’s ‘graduated intervention’ document as well as the ‘Code of Practice’ that recommends four stages of action.

• Concerns about attainment/access to curriculum.

All children in school receive differentiated learning opportunities and have access to a full and varied curriculum. If a teacher or other member of staff has concerns about a child’s progress or ability to access the curriculum then this is discussed with the parent/carer and SENDco. At this point there are 3 possibilities.

- After discussions between the teaching staff, parent/carer and SENDco the child does not appear on the SEND profile, but is monitored closely.

- Teaching staff and SENDco believe concerns are valid and monitor the child. At this point a note of concern is added to the SEND profile (the child will not be on the profile) and further monitoring takes place.

- Teaching staff, parent/carer and SENDco decide to place the child on the SEND profile as a Monitored child for further interventions. - Teachers responsibility to plan for their range of learners.
• **Monitored Children**

The triggers for intervention for Monitored children could be the concern about those who, despite receiving differentiated learning opportunities both within the classroom and within individual/small group teaching:

- make little or no progress when teaching approaches are targeted particularly in a child’s area of weakness
- show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not rectified by the behaviour management techniques employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum

• The teacher's concern, underpinned by the school's evidence on progress and attainment will be the trigger to register a child at the monitoring stage.

Professionals from Health or Social Services may be involved at this point. Working in collaboration with parent/carers and SENDco, teachers must collect all possible information about the child. They will be responsible for assessment that is appropriate as part of the National Curriculum. This will focus on the child's learning characteristics, the learning environment the school is providing, the task and the teaching style. Children should be registered as being monitored when the necessary interventions including Teaching Assistant support are additional to or different from those provided as part of the usual differentiated curriculum.

The evidence to support identification includes:

• **Children entering into the EYFS** are identified by the class teacher and the SENDco. Every effort is made to identify children with additional needs before entering the setting. The EYFS staff and SENDco attend a new parents meeting where parents are asked to share any concerns with the school.

• **The class teacher will inform the SENDco** who will register the pupil on the provision profile and agree that advice and support are needed. Support is implemented. In each individual case the class teacher and SENDco will determine whether there is a need for further advice and support. The school will make full use of all available classroom and school resources before expecting to call upon outside resources. Progress will be reviewed,
with parental involvement through Parent Consultation evenings, and the pupil either remains at the Monitoring stage with new targets set, moves to School Support status or if progress has been made they are removed from the Special Needs profile.

- Progress for children on the SEND profile is defined as follows:
  - It closes the attainment gap between the child and their peers
  - It prevents the attainment gap becoming wider
  - It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
  - It matches or betters the child’s previous rate of progress
  - It ensures access to the full curriculum
  - It demonstrates an improvement in self-help, social or personal skills
  - It demonstrates improvements in the child’s behaviour

- School Support

  If progress is not satisfactory after being reviewed by Class Teacher, parent/carers, SLT and SENDco, further advice will be sought from LEA agencies, which may include SISS (Specialist Inclusion Support Service), Educational Psychologist, Behaviour Support Service (SEMH) etc.

  A pupil will be registered at School Support by progression from the Monitoring stage or because appropriate concern has been expressed by the teacher, parent/carers, health or social services professionals. The SENDco will consult the appropriate external agency for assessment or support. A Needs Based Plan will be written by the SENDco, with input from the relevant agency.

  The Needs Based Plan is reviewed with parent/carers termly through meetings with the SENDco and class teacher. Following the review there are 3 outcomes:

  1. Revert to the Monitoring stage
  2. Continue at School Support
  3. Move to request for a Formal Statutory Assessment and implementation of an Education and Health Care plan (EHC)
• Request for EHC plan

If a child is unable to make progress at both Monitoring and School Support it may be appropriate to apply for assessment for an Education, Health and Care (EHC) plan. The SENDco will collect all evidence pertaining to the child and their progress. This will include any reports from external agencies. A request form for assessment will then be completed by the SENDco and sent to the LA, together with all collected evidence. This will be done in collaboration with parent/carers.

• The Local Authority independent panel will meet and make a decision based on the evidence that is presented to them. Parents/carers are required to submit their own views and opinions on separate forms as part of the assessment process. If the panel decide not to conduct a statutory assessment the school does not have the right to appeal. The parents/carers do have a right to appeal and information on this can be found in the accompanying guidance document.

• If a parent/carer feels that a child should have a statutory assessed but the school is unwilling to do this, they are able to complete a parental referral. More information about parental referrals for statutory assessment can be found in the accompanying guidance document.

For further information about the statutory assessment process and the timescales involved please see the accompanying guidance document.

• Issue of an Education and Health Care Plan (EHCP)

Where a pupil is issued with an EHCP, it clearly establishes the provision necessary for the pupil. The school ensures that this is implemented. Where individual support is recommended, this is funded through the School’s SEND budget with additional funding provided by the Local Authority where necessary.

• EHCP provision - we ensure the LA provision made for a pupil via an EHCP is adhered to as closely as is possible.

• All children with special educational needs are fully integrated and provided with access to a broad and balanced curriculum including the Foundation stage and KS1/KS2 National Curriculum. Children who are withdrawn from class for support teaching participate in the whole range of the curriculum. Care is taken to ensure that the timetable for special educational needs does not preclude involvement in other curriculum areas. When children are
withdrawn for additional support it is for a time limited period for specific targeted support outlined in the child's Needs Based Plan. Care is taken to ensure curriculum continuity for individual children.

- Care is taken to ensure that as far as possible the child’s views are included when decisions are made.

**PARENTS/CARERS**

- Following the principles of the revised Code of Practice the school recognises that working in partnership plays a key role in promoting the culture of co-operation between parents/carers, school, LEA and others. This is important in enabling children and young people with SEND to achieve their potential. Parents/carers will be treated as partners and encouraged to:
  - Recognise and fulfil their responsibilities as parents and play an active and valued role in their child’s education.
  - Have knowledge of their child’s entitlement within the SEND framework.
  - Make their views known about how their child is educated.
  - Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

- Complaints from parents/carers of pupils with special educational needs should be addressed to the SENDco, as named in the policy, who will liaise with the Head Teacher and Governors as appropriate.

- Complaints should be made taking into account the separate complaints policy available in the school office.

**PARTNERSHIPS WITH EXTERNAL AGENCIES**

- For a full list of external agencies please see the accompanying guidance document.

This policy will be reviewed every 2 years by the SENDco and the SEND Governor.

Information on where Solihull’s Local Authority Local Offer can be found is via this link:- [http://socialsolihull.org.uk/localoffer/](http://socialsolihull.org.uk/localoffer/)