



Kirk Smeaton Church of England (VC) Primary School  
Policy for special educational needs and disabilities (SEND)

Reviewed Sept 2017

Our Mission statement

'At Kirk Smeaton Church of England School we believe in developing the whole child and consider all children to have talents. We believe all children have a right to expect a quality education regardless of gender, race, culture or disability and be given opportunities to achieve their full potential.'

Principles

A child is defined as having Special Educational Needs (SEN) if they have learning difficulty which requires special educational support.

A learning difficulty means that the child either:

- a) Has significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Kirk Smeaton C of E Primary School endeavors to secure that special educational provision required by a child, and where possible, will be delivered within the classroom alongside a child's peer group.

Identification of a child with SEN and assessment of their needs

At Kirk Smeaton Cof E Primary school children are supported and assessed within every day work, if the school feel that there is an additional need the school teacher along with teaching assistants will guide and support the child. Alongside this process children are formally assessed, three times a year. All assessments inform the SENCO and Class Teacher of progress, barriers and targets for all children. All children that are below target are tracked, teachers are supported in changing the curriculum to suit the needs of all and ensure that first quality teaching is engaging all learners. Where needed interventions, pastoral groups are organized in addition to first quality teaching and learning. This process is closely monitored and if it is felt that there is additional support needed, parents and children are invited to a target plan meeting. The target plan meetings are reviewed each term with parents, child, teachers and SENCO.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Kirk Smeaton CE Primary School co-operates fully with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans (Code of Practice for SEND 2014)

In the Early years we often use observations to diagnose need. We use the ELG outcomes in the same way that we use the National Curriculum Milestone outcomes to assess attainment. If a child is found to be requiring 'Special Educational Support' they will continue to be assessed using the EYFS curriculum up until the term after they reach their fifth birthday. After this point the children will be assessed using 'P' scales. We use diagnostic tests, such as WRAPS or YARCS and regular assessment monitoring to identify more specific needs. A target plan will be created for each child that is assessed as working below expectation and requiring support. This will include three targets for the main areas of literacy, mathematics and PSED and an action plan for how these will be achieved at home and school. All pupils with SEND should make at least expected progress, in line with their peers, using the school's bespoke 'Milestone File' process. The Milestone files are used to plan and assess all pupils using the new curriculum expectations (2014). Each child has an individual file which summarizes and tracks their progress throughout their

time at Primary School. P scales will be included in the files to monitor children who are not yet accessing the national Curriculum in terms of attainment, this will ensure that progress of children receiving 'Special Educational Support' and is measured in line with their peers. Children with high needs will have an Education and Health Care Plan, which will specify how services will be delivered as part of a holistic package.

#### **Arrangements for consulting families of children with SEN.**

Parents, carers and children will be involved in planning and reviewing progress:

Teaching staff will actively seek their views and include them in any changes or new information regarding their child's needs. There will be formal target plan meetings three times a year and in the interim period there are a range of communication methods which parents can take advantage of; email, Parent Point, parents evening, open door policy, home school diary system.

#### **Arrangements for listening to children's voices**

At Kirk Smeaton Cof E Primary School we will take account of a child's hopes and ambitions and where possible include them in all meetings and discussions that involve them. Their own interest, hopes and ambitions will be included in their Target Plans. In addition to this, children are listened to Kirk Smeaton C of E Primary School through the creation of individual one page profiles for each child, which is personal to them and reviewed termly in conjunction with parents or carers. Their views will be valued and heard on a daily basis in a variety of forums. We will also provide additional pastoral support such as; Socially Speaking Groups, SEAL programme throughout school and Ginger's nurture group in Reception and Year one class, School Council and Playground Buddy Schemes.

#### **Arrangements for transition**

Transition arrangements will be personalised to support children with additional needs. This will include transitional visits to the new setting accompanied by an adult from school that is well known to the child and family. Transitional review meetings with a member of staff from the new setting alongside the parent/carers and the child will occur earlier than normal and may take longer in order to personalize the transition ensuring the child is happy and confident in their new setting.

#### **Arrangements for handling complaints**

Please see our school web site where the complaints policy is posted [kirksmeaton@northyorks.sch.uk](mailto:kirksmeaton@northyorks.sch.uk)

#### **Arrangements for admission of disabled children**

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. Kirk Smeaton CE Primary School will make all reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a disadvantage. Kirk Smeaton CE Primary School works hard to prevent any discrimination, and promotes equality of opportunity and aims to foster good relations at all times.

#### **Arrangements for Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes: reporting to the governing body once a term to the 'Health & Safety' Committee, 'Curriculum Committee and with the SEN Governor.

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns and comparisons with similar schools

- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor once a term
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Half termly meetings with SEN governor who takes an active SEN role within school.
- Attendance and exclusions analysis by the head teacher weekly and by the Health & Safety Committee once a term
- Feedback from support agencies and Ofsted
- SEN reporting to Full Governing Body.

Local authority analysis of information and data about the school

### Roles and Responsibilities for teaching children at Kirk Smeaton CE Primary School with SEN:

#### **Our school SENCO is; Mrs Cuddy**

The SENCO role is a strategic one working with the senior leadership to review and refresh the SEN policy and then with the classroom/subject teacher to review its practice ensure every child with SEN gets the personalised support that they need. The role involves:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaising with designated teacher where a Looked after Child has SEN;
- advising on graduated approach to SEN Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with head and governors on Equality Act; and
- ensuring that SEN records are up to date.
- Implement interventions where necessary.
- Seek additional help appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Oversee individualised provision maps, behaviour plans, risk assessments or health care plan and allocation of a key worker where appropriate.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- Arrange early transition review meeting(s) and visit(s) which include the attendance of a staff member that is well known to the child and family.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- Update the SEN, Differentiation Policies and the Information Report for parents. Ensure that these are available on the school website.

#### **Head teacher**

- Should take overall responsibility for implementing the SEND reforms
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).

- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently receiving educational support and any newly identified pupils with SEN.
- All staff will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Staff training will reflect the needs of the current school community
- The school will follow the latest statutory guidance, currently the CoP 2014

### **The governing body**

Evaluates the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND (Mrs Carol Cessford)
- Monitoring data with respect to vulnerable groups during the Curriculum Committee meeting and through half termly meetings with the SENCO
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding
- The SENCo is appropriately qualified and has the skills required to meet statutory duties. Kirk Smeaton CE Primary School is in the process of ensuring that the SENCO is in possession of The National Award. This is a postgraduate course accredited by a recognised higher education provider.
- Designated finances are used appropriately to meet needs without reducing independence.

### **SEN Governor Mrs C Cessford**

- Has regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Has ensured that the SEN policy is published on the school's website.
- Has ensured that there is a qualified teacher designated as SENCO.
- Cooperated with the local authority in developing the local offer and when the school is being named in an EHC plan.
- Has ensured that arrangements are in place to support pupils at school with medical conditions.
- Has ensured that information is published about ;
  - the arrangements for the admission of disabled children,
  - steps to prevent disabled children being treated less favourably than others,
  - facilities provided to assist access of disabled children, and their accessibility plans.

### **Teachers and Teaching Assistants**

Classroom teachers are at the heart of the new SEN Support system, driving the movement around the four stages; assess, plan, do, review. At this school the emphasis is on quality first teaching that is well differentiated in order to include all children's needs.

The classroom teacher should:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- Provide quality first teaching that is differentiated to meet the needs of **all** children.
- Adhere to the differentiation policy.

- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: set clear progress targets for pupils and be clear about how the full range of resources is going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.
- Teaching Assistants are part of the whole school approach to SEN working in partnership with the classroom and the SENCO to deliver pupil progress and narrow gaps in performance.
- The head teacher & the SENCO decide how they deploy teaching assistants and ensure that they are giving the most effective support which is focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- Teaching Assistants will be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.
- Teaching Assistants, in supporting small groups of children requiring special educational support, should strive to improve children's outcomes.
- Teachers are responsible for updating and reviewing assessment and monitoring records for **all** children in their class.

#### All staff.

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class/ subject teachers, Teaching Assistants, SENCo, parents and pupils to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCO offer advice on differentiation to all staff in adherence to differentiation policy.
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local to inform the school offer. This is published on the school website as part of the governors' SEN information report\*.

Interventions offered at Kirk Smeaton CE Primary School for children with 'additional & different' educational needs

Area of Need	Interventions offered at Kirk Smeaton CE Primary School for 'Special Educational Needs Support'	Interventions offered at Kirk Smeaton CE Primary School for pupils with an 'Educational, Health & Social Care Plan ' (EHSC) (Element 2 & 3 Funding)
<b>Cognition &amp; learning</b>	<ul style="list-style-type: none"> <li>-Differentiated curriculum planning by input, activities &amp; learning style</li> <li><u>-Teaching &amp; learning policy</u></li> <li>-Visual time tables</li> <li>-In class support from trained TA's &amp; HLTA</li> <li>-ICT</li> <li><u>-Assessment policy</u></li> <li><u>-Gifted &amp; talented policy</u></li> <li><u>-Inclusion policy</u></li> <li>-Catch Up</li> <li>-Numicon</li> <li><b><u>During tests;</u></b></li> <li><i>25% extra time</i></li> <li><i>Rest breaks</i></li> <li><i>Amanuensis</i></li> <li><i>Reader for maths</i></li> <li><i>Enlarged texts</i></li> <li>-Targeted teaching</li> <li>-Differentiated ICT programs e.g. Widget/word shark/number shark/RM maths</li> <li>-Group IEP's for small group withdrawal with trained TA's</li> <li><b>-Phonological Awareness Training (PAT) programme</b></li> <li>Mousematics(Maths recovery) program</li> <li>-diagnostic assessment</li> <li>-Toe By Toe</li> <li>- Plus 1 / Powerof2</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiated curriculum planning by input, activities &amp; learning style</li> <li>-Follow advice from outside agencies</li> <li>-In class support from trained TA's</li> <li>-Targeted individual reading</li> <li>-Differentiated ICT programs e.g. Widget</li> <li>-Individual IEP's for small group withdrawal with trained TA's</li> <li><b>-PAT programme</b></li> <li><b>-Mousematics programme (Maths recovery)</b></li> <li><b>Numicon</b></li> <li>-memory skills training</li> <li>-diagnostic assessment</li> <li>-P level tracking</li> <li>-Involvement of outreach services</li> <li>-Roll and Write</li> <li><b>Reading Comprehension group</b></li> <li><b>Phonics one to one booster</b></li> </ul>
<b>Communication &amp; interaction</b>	<ul style="list-style-type: none"> <li>-Differentiated curriculum planning</li> <li>-Visual time tables</li> <li>-Use of symbols</li> <li>-Structured school with class routines</li> <li>-ICT; Use intern, 'Widget'</li> <li><b>-Small group 'socially speaking group ' (Gingers Group)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Follow advice from SALT</li> <li>-Follow advice from ASD outreach</li> <li>-Follow advice from Occupational/physiotherapy</li> <li>-visual/symbol time tables in work stations</li> <li><b>-Small group 'socially speaking group ' (Gingers Group)</b></li> <li><b>Small group pastoral care.</b></li> </ul>

		<p><b>Speech and language in Early Years</b></p> <ul style="list-style-type: none"> <li>-P level tracking</li> <li>-Involvement of specialist outreach services</li> </ul>
<p><b>Social, Emotional, Mental Health</b></p>	<p>Whole school positive behaviour policy e.g.</p> <ul style="list-style-type: none"> <li>-based on rewards &amp; sanctions</li> <li>-Golden rules</li> <li>-Class rules</li> <li>-SEALs programme</li> <li>-Time tabled ; Circle time</li> <li>-ICT</li> <li>-<u>Parent policy</u></li> <li>-Good communication &amp; links with DRA's</li> <li>-School Council</li> <li>-LEA inclusion audit in progress year on year</li> <li>-implementation of graduated behaviour policy</li> <li>-In class support from trained TA's</li> <li>-Individualised rewards &amp; sanctions systems</li> <li>-<b>Small group 'socially speaking group' (Gingers Group)</b></li> <li>-'Playground Buddies'</li> <li>-'Circle of Friends'</li> <li>-Involvement of specialist outreach services (CAMHS)</li> </ul>	<ul style="list-style-type: none"> <li>-In class support from STA trained TA's</li> <li>-<b>Individualised rewards &amp; sanctions systems</b></li> <li>-<b>Small group 'socially speaking group' (Gingers Group)</b></li> <li><b>Play therapy in Early Years</b></li> <li>-Relaxation area</li> <li>-P level tracking</li> <li>-Involvement of outreach services</li> <li>-'Playground Buddies'</li> <li>-'Circle of Friends'</li> <li>-Social Stories</li> </ul>

<p><b>Sensory &amp; physical</b></p>	<ul style="list-style-type: none"> <li>-Medical training by key staff</li> <li>-Brain gym/Activate/Tai Chi/Wake Up Shake Up</li> <li>-Drinking water</li> <li>-ICT 'Widget'</li> <li>-to develop practical skills in order to participate, compete and lead a healthy lifestyle.</li> <li>-Coloured overlays</li> <li><u>-Learning &amp; Teaching policy</u></li> <li>-Implementing specific programmes from occupational health/Physiotherapists</li> <li>-Sloping desk</li> <li>-Adapted pencils</li> <li>-Coloured overlays</li> <li>-In class support from STA/HLTA trained TA's</li> <li>-Children who wear glasses are sat at the front of the class/group</li> <li>-Children who have hearing problems are seated near the teacher.</li> <li>-Sensory assessment</li> <li>-Children with weak fine motor skills use adapted scissors, pencil grips, pixel tasks, training mats+ 'Dicem'.</li> <li>Access to equipment e.g. writing slopes</li> <li>-Sloping desk</li> <li>-Adapted pencils</li> <li>-Coloured overlays</li> <li>-Teodorescu</li> <li>-Stile Tiles</li> <li>-Follow advice from specialist physical disability teachers</li> <li>-Social Stories</li> </ul>	<ul style="list-style-type: none"> <li>-Access, through SENSS to adaptations to ICT</li> <li>-Access to advice from outside agencies e.g. physically, hearing, and visually impaired advisory teachers.</li> <li>-Teodorescu programme</li> <li>-Adapted pencils, scissors etc. as &amp; when required.</li> <li>-P level tracking</li> <li>-Sloping desk</li> <li>-Adapted pencils</li> <li>-Dicem</li> </ul>
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Monitoring and evaluating performance

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- Holding the school to account for its use of SEN funding

#### Abbreviations used

ASCOS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
EYFS	Early Years Foundation Stage
ELG	Early Learning Goals
WRAP	Word Recognition and Phonological Awareness
YARCS	York Assessment of Reading and Comprehension
SEAL	Social and Emotional Learning

