

Inmans Primary School

Special Educational Needs and Disabilities (SEND) Policy

Date Ratified:

Frequency of Review: Annually

Governor Link: Sarah Daniels/Tracy Marrow

SENDCO: Tracy Faulkner

SENDCO support - Liam Johnson

SENDCO Assistant - Fiona Walker

Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEND) and disabled children and young people.

The policy refers to the Children and Families Act 2014 and its SEND Code of Practice together with the Equality Act 2010. It takes into account the associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and Sensory

A pupil has a learning difficulty or disability if he or she:

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

Aims and Objectives of Provision at Inmans Primary School

At Inmans Primary, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at Inmans Primary is to ensure that these things happen. In order to achieve this aim, we will:

- Ensure that a child with SEND gets the support they need as early as possible in their school career.
- Ensure that pupils with SEND engage in activities alongside their peers and have access to a broad and balanced curriculum - this will be directed and differentiated by the class teacher who is also responsible for the monitoring and assessment of these pupils.
- Designate a teacher to be responsible for coordinating SEND provision (the SENDCO)
- Ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- Inform parents/carers when special educational provision is being made for a pupil
- Produce an annual SEND information report that is shown on our website and linked to the LEA local offer website.

Identification, Assessment and Provision

At Inmans primary, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils.

Every pupil's skills and attainment will be assessed on entry to Inmans Primary. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made. The needs of pupils are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Teachers will make regular assessment of all pupils and identify those who are making less than expected progress. At this point, standardised screening or assessment tools may be used.
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Behaviour data. Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. If there are concerns, assessment will be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic

circumstances a multi-agency approach, such as EHaSH may be appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEND based on the SEND Support Frameworks (Appendices 1-4) in one or more of the 4 'broad areas of need'; Communication and Interaction (Appendix 1), Cognition and Learning (Appendix 2), Social, Emotional and Mental Health Difficulties (Appendix 3) or Sensory or Physical Needs (Appendix 4).

Special Educational Provision at Inmans Primary

Teachers are responsible and accountable for the progress and development in their classes, including where pupils access support from teaching assistants and/or specialist staff. Quality first teaching, differentiated classroom provision for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching.

In deciding whether a pupil has SEND, information is gathered on pupil progress (alongside national and expected progress levels), from teachers, parents and/or carers, and the pupils. Any decision on whether SEND provision is required starts with the desired outcomes, including progress and attainment. This includes the views of the pupil and the parents/carers. This then determines the support that is needed. If any support is to be provided, parent/carers are informed and a clear date for reviewing progress is set by the class teacher. SEND provision will be based on all information received, but initially through our own in school test data. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data. Identification and provision will be made through the SEND Support Frameworks for each of the four categories of need (Appendices 1-4).

In class TA support will be allocated to pupils with an EHCP (Education, Health and Care Plans). Where there is any spare capacity for in class support, the SEND Support Frameworks will be used to decide where the in class support is allocated. A pupil's SEND will be recorded on SIMS.

SEND Support at Inmans Primary

Where a pupil is identified as having SEND, action is taken to remove the barriers to learning. This support takes a four -part cycle. This is known as the 'graduated approach'.

The four parts to the cycle are: Assess, Plan, Do, Review.

All pupils who are identified as having SEND will have a termly meeting between the school, parents/carers and the pupil to write/review a termly support plan. These meetings will set clear outcomes, review progress towards them, discuss

the support that will be given to help the pupil achieve the outcomes and identify the responsibility of the parent, pupil and school.

These meetings will be led by a teacher who has a good knowledge and understanding of the pupil.

Annually, the child's EHCP will be updated to reflect the child's special educational needs; views, interests and aspirations; targets and outcomes; health and care needs; provisions, and contributing services. This is completed with the child and relevant parties. This information may be updated during the year.

Involving specialists

Where a pupil continues to make less than expected progress due to SEND, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process.

Education, Health and Care plans

Education, Health and Care plans (EHCP) are the replacement for the previously named Statements of Special Educational Needs. They are a legally binding document, designed to describe the long term needs of children who have significant, multiple SEND. They give detailed information about how the child's needs can be best met and are reviewed annually.

An EHCP can be requested by parents or professionals working with the child at any time, however the school must provide a large body of evidence of having taken the relevant action to identify, assess and meet the needs of a pupil without success for at least 3 terms.

Provision Mapping

Provision mapping using Edukey Provision Mapper will be used to track the progress of pupils where an intervention is taking place. Provision maps are used throughout a child's time at Inmans as required and will provide a historical learning journey from the initial identification of concern.

Some children, who are logged using Provision Mapper, will not meet the criteria for Graduated Response; therefore will not be categorised as having SEND. It is important that concerns are identified and logged to form an overview of a child's learning journey.

Admissions

The LA has overall responsibility for school admissions, and all applications should be made through them. We welcome visits from any parents thinking about applying for their child.

Access

The school has wheelchair accessibility. Under the SEND & Disability Act the school has produced a DES policy which has been adopted by the governing body.

Resources

The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher and SENDCO. The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCO are met from the main school budget. The SENDCO has the key responsibility for determining the allocation of these resources in consultation with the Headteacher and SLT.

The school has an **Enhanced Resource Provision (ERP) for Autism** on site which we call the Inclusion Pod (IPod). The IPod is financed by Block Funding allocated to the children who attend this resource. The children must have, or be in the process of getting a diagnosis of Autism and are not restricted to the catchment and can come from anywhere in the LA or the Local Authorities within close proximity. Children within the main school, who have an EHCP, can access the facility as and when required.

Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils with SEND. The Governors and Headteacher are responsible for the school's policy and approach to meeting pupils' special educational needs and disabilities. The duties of the Governing Body are set out in Appendix 5.

Roles and Responsibilities

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCO who keeps the Head and governing body fully informed, through the line management system. The responsibilities of the SENDCO are set out in Appendix 6.

All teachers are teachers of pupils with SEND and they have a key role in ensuring that pupil's needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupils access support from teaching assistants or any other specialist staff. The responsibilities of the class teacher are set out in Appendix 7.

Teaching Assistants are a valuable part of the support for pupils with SEND. The SENDCO and SENDCO assistant maintains overall responsibility for all teaching assistants. The role of the teaching assistants is set out in Appendix 8.

Parental concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the SENDCO -
- If an issue cannot be resolved, the Headteacher should be involved who can refer you to the complaints policy if the matter remains unresolved.
- If there are still unresolved issues, contact may be made with the Local Authority.
- At any point the parent may wish to contact the East Riding parent partnership organisation for advice.

SEND In-service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Much of this training will be delivered in school, by specialist services working with particular pupils, e.g., Educational Psychology Service, Sensory Needs Service, Speech and Language Service, Behaviour support service, Paediatric nursing services, Inclusion Practitioners for ASD. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Involving Parents/Carers

Inmans Primary will ensure that all parents/carers are fully informed of any SEND their son/daughter may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling pupils and young people with SEND to achieve their potential. Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make. All parents of pupils with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEND framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations (informal or formal); Termly Support Plans and Annual EHCP reviews.

Pupil Participation

All pupils are involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school listen to the views of the pupil.

For pupils with SEND, we aim to involve them in understanding his or her difficulties and what is needed to overcome them. We also encourage pupils with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEND are given the opportunity to contribute to their termly support plans. All EHCP Annual reviews are delivered in a child centred way.

Links with External Agencies

The school has positive links with many outside agencies which support the learning and development of the pupils in our care.

East Riding of Yorkshire Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from Birth to 25 years across education, health and social care. The east riding's Local Offer is available on a link from the school's website or alternatively:

www.eastridinglocaloffer.org.uk

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCO, the SEND Governor and the Headteacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

APPENDIX 1

SEND support Framework (Communication and Interaction)

Level	Possible Indicators	Possible Pupil Support	Staff Involved
4	Education Health and Care Plan	As detailed in the summary of need on EHCP	SENDCO Class teachers TA S+L
3 SEND - Graduated response document in place	<ul style="list-style-type: none"> • Cannot understand spatial concepts (such as above, below) • Cannot understand time concepts (such as today, yesterday) • Cannot use pronouns (such as their) • Moderate word finding difficulties • Has a diagnosis of ASD • Has difficulty functioning independently in the classroom • Has difficulty in following instruction in a whole class situation • Social interactions are often inappropriate • Misjudges social situations • Levels of anxiety may result in extreme behaviours 	<ul style="list-style-type: none"> • Withdrawal intervention specific e.g. Social speaking group. • Edukey Provision Mapper Graduated Response Plan • Supported in class where possible • Possible request for Statutory Assessment • 3 cycles at stage below without progress being made. 	SENDCO Class teachers TAs Educational Psychologist S+L
2 Monitoring and intervention level - child not classed as SEND.	<ul style="list-style-type: none"> • Some difficulties with social inference, which impairs the ability to form and maintain social relationships • Cannot, or does not, follow a two-part instruction • Mild word finding difficulties • Diagnosis of ASD • Difficulties with social interaction, communication and understanding which affect behaviour • May be socially vulnerable or withdrawn • May exhibit inflexibility or focus on own choice of activity • Finds changes in routine difficult • Struggles to follow instruction in a whole class situation 	<ul style="list-style-type: none"> • Withdrawal intervention during class time e.g. Social speaking group • Provision Mapper Intervention and Monitoring Plan • Supported in class where possible • Access Arrangements • 3 cycles at stage below without progress being made. 	SENDCO Class teachers TAs S+L
1 Cause for Concern level - pupil's not classed as	<ul style="list-style-type: none"> • Minor difficulties with social inference • Generally concentrates in lessons and follows teacher instructions • Speech that is sometimes difficult to understand • May not have a diagnosis of ASD 	Support from class teachers using technique inclusive teaching strategies	Class teachers TAs

SEND			
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APPENDIX 2

SEND Support Framework (Cognition and Learning)

Level	Possible Indicators					Possible Pupil Support	Staff Involved
4	Education Health and Care Plan					As detailed in the summary of need on EHCP	SENDCO Class teachers TA
	NFER SS	Youngs reading SS	WRAT spelling SS	Youngs maths SS	Boehms basic concepts		
3 SEND - Graduated response document in place.	<80 consistently	<70	<70	<70	>5	<ul style="list-style-type: none"> • Withdrawal intervention (minimum of 6 times a fortnight) • Termly Support Plan • Pupil Profile • Provision Map • In class support • Possible request for Statutory Assessment • 3 cycles at stage below without progress being made. 	SENDCO Class teachers TAs Educational Psychologist
2 Intervention level - child not classed as SEND	80-89	70-79 80-85	70-79 80-85	70-79 80-85	5-10 10-15	<ul style="list-style-type: none"> • Withdrawal intervention (minimum 4 times a fortnight) • Provision Mapper Intervention and Monitoring Plan • In class support 	SENDCO Class teachers TAs

						<ul style="list-style-type: none"> 3 cycles at stage below without progress being made. 	
1 Monitoring level - pupil's not classed as SEND	90-95	86-90	86-90	86-90	>15	<ul style="list-style-type: none"> In class support Differentiated work Quality first teaching 	Class teachers TAs

SEND Support Framework (Social Emotional and Mental Health) APPENDIX

3

Level	Possible Indicators	Possible Pupil Support	Staff Involved
4	<ul style="list-style-type: none"> Education Health and Care Plan 	As detailed in the statement or EHCP	SENDCO Class teachers TA EWO CAMHS EP
3 SEND - Graduated response document in place.	<ul style="list-style-type: none"> CP plan LAC CAMHS Tier 3 Persistent Absentee School refusal Off target in reading, writing and maths 	<ul style="list-style-type: none"> Edukey Provision Mapper Graduated Response Plan Attendance monitoring Offer of lunch club CAF/CP Plan Counsellor Access to ELSA 3 cycles at stage below without progress being made. 	SLT SENDCO EWO TA CAMHS EP Social Care Class teacher
2 Intervention level - child not classed as SEND	<ul style="list-style-type: none"> LAC CiN CAMHS Tier 2 Persistent Absentee School refusal Off target in reading, writing and maths 	<ul style="list-style-type: none"> Provision Mapper Intervention and Monitoring Plan Attendance monitoring CAF/CiN plan Mentoring Social Skills work 3 cycles at stage below without progress being made. 	SENDCO EWO TA CAMHS EP Social Care Class teacher
1 - monitoring level. Pupils not classed as SEND	<ul style="list-style-type: none"> Lack of homework Significant broken attendance weeks Disengagement with learning Off target in core subjects (Reading, writing and maths) LAC 	<ul style="list-style-type: none"> Attendance monitoring Offer of homework support Support from class teacher using inclusive teaching strategies 	Class teacher TA

SEND Support Framework (Sensory and Physical) APPENDIX 4

Level	Possible Indicators	Possible Pupil Support	Staff Involved
4	Education Health and Care Plan	As detailed in the statement or EHCP	SENDCO Class teachers TA ISS Specialist TA
3 SEND - Graduated response document in place.	<ul style="list-style-type: none"> • Vision/Hearing is deteriorating • Restricted visual field • Distance vision 6/36 or worse • Mobility is affected • Associated difficulties with communication and language 	<ul style="list-style-type: none"> • Edukey Provision Mapper • Graduated Response Plan • Withdrawal intervention • CWAN • In class support • Possible request for Statutory Assessment • 3 cycles at stage below without progress being made. 	SENDCO Intervention staff TAs Class teacher Educational Psychologist ISS Phsios Occ health School Nurse
2 Intervention level - child not classed as SEND	<ul style="list-style-type: none"> • Registered as partially sighted • Distance vision worse than 6/18 • Spatial and perception difficulties • Coordination difficulties • Moderate to profound hearing loss (possible use of hearing aids) • Frustration with work • Speed of reading and writing well below average • Difficulty with attention and/or concentration • Requires significantly longer to perform tasks 	<ul style="list-style-type: none"> • Modified print size • Resources made available electronically • Termly support plan • Personal Profile • Provision Mapper • Intervention and Monitoring Plan • In class support • Access Arrangements • Building modifications • Audiological support equipment • 3 cycles at stage below without progress being made 	SENDCO TAs Class teachers
1 - monitoring level. Pupils not classed as SEND	<ul style="list-style-type: none"> • Visual difficulties that cannot be corrected by glasses • Gets tired easily • Mild hearing loss • Fatigue 	Support from class teachers using inclusive teaching strategies	Class teacher TA

APPENDIX 5

The Role of the Governing Body

- Ensure that when the LA has informed the Headteacher that a pupil has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the pupil.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Ensure that parents are notified of a decision by the school that their son/daughter has SEND.
- Consult the LA and the governing bodies of other schools in the interest of a coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for pupils with special education needs.
- Ensure that a pupil with SEND joins in the activities of the school, together with other pupils so far as it reasonably practical and compatible with the efficient education of all pupils.

The Governors evaluate the success of the educational provision for pupils with Special Educational

Needs by:

- The appointment of Governor responsible for special educational needs.
- Regular SENDCO and SEND Governor meetings.
- SEND Governor to be involved in the appointments of SEND staff when it is appropriate.
- SEND Governor visits to monitor provision.
- SEND Governor discussion with parents.
- SEND Governor discussion with pupils.
- SEND Governor liaison with the SENDCO to produce and present the annual report to parents.

The SEND Governor is responsible for reporting to the main governing body regarding SEND issues.

APPENDIX 6

The Responsibilities of the SENDCO

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with special educational needs.
- Liaising with the Designated Teacher where Looked After Child has SEND.
- Advising on the Graduated Approach.
- Liaising with and advising fellow teachers.
- Advising on deployment of the schools notional delegated budget.
- Managing teaching assistants who provide intervention for SEND pupils
- Overseeing the records of all pupils with special educational needs.
- Liaising with parents of pupils with special educational needs.
- Contributing to the in-service training of staff.
- Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010).
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

APPENDIX 7

The Responsibilities of the Class Teacher

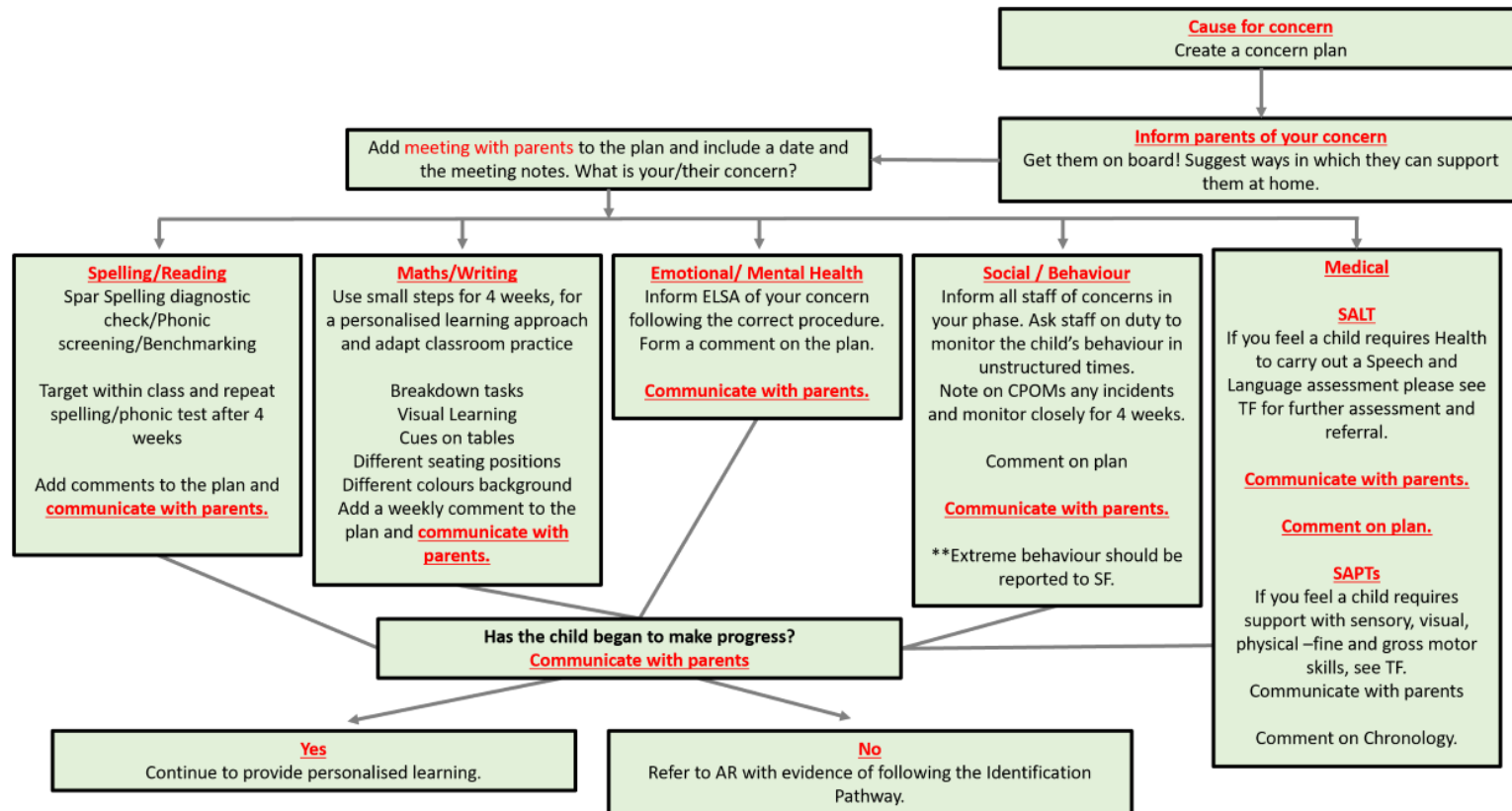
- Inform or seek advice from SENDCO when necessary.
- Gather information and make formal assessment about the pupil.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the pupil's needs within his/her normal classroom work through differentiation.
- Recording strategies/actions used on Provision Mapper.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Create and plan on Provision Mapper for pupils with SEND in conjunction with the SENDCO, parent and pupil.
- Log termly targets that are SMART using Provision Mapper.
- Choose and apply the appropriate provision and QFT strategy that will ensure progress is being made for the child at their stage.

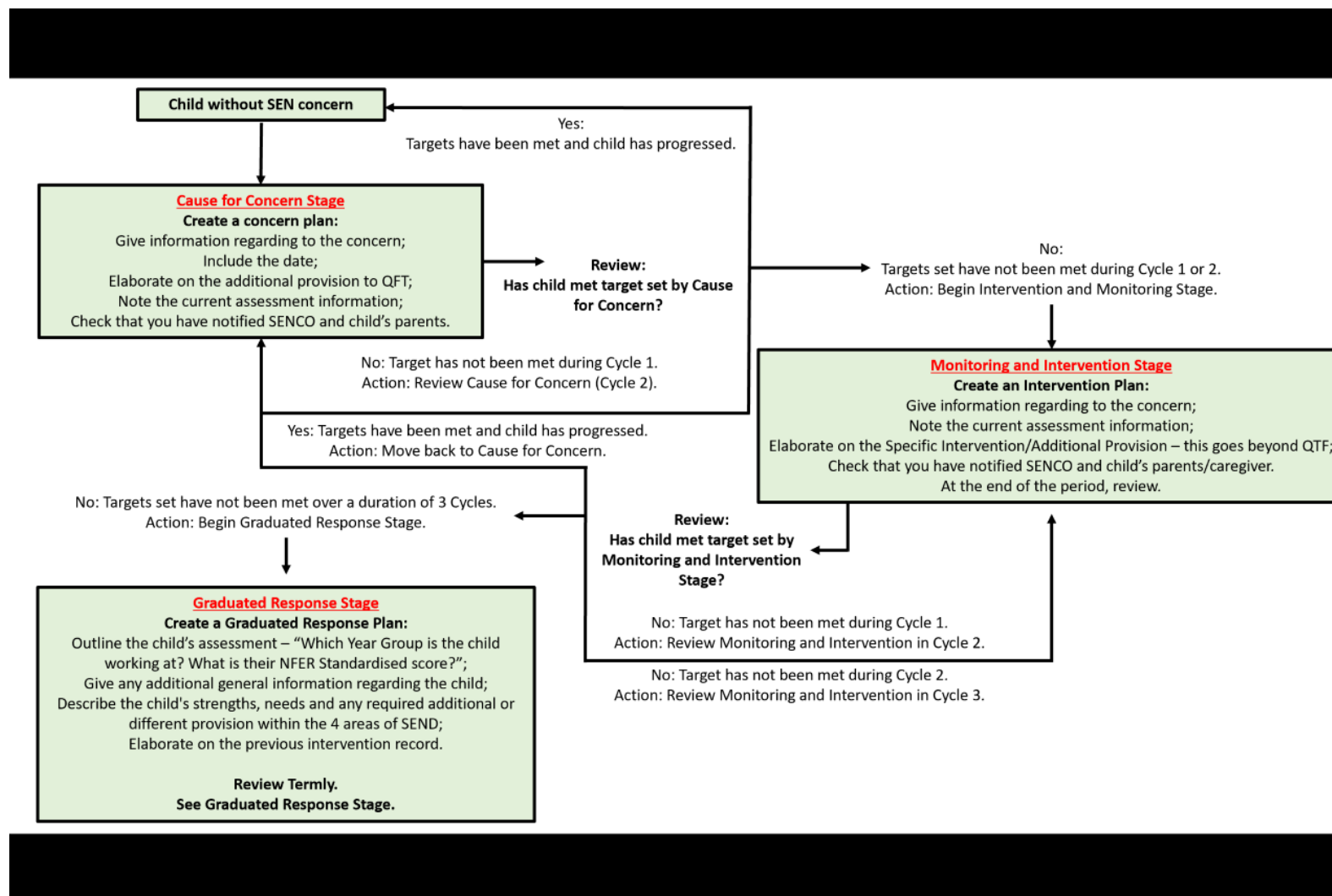
APPENDIX 8

The role of the teaching assistants is:

- To support the provision of SEND within the school.
- To follow programmes set by class teacher/SENDCO/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.
- To help and assist pupils with SEND, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.

Appendix 9 - Flow Charts for SEND





Graduated Response Stage

Create a Graduated Response Plan:

Outline the child's assessment – "Which Year Group is the child working at? What is their NFER Standardised score?";
Give any additional general information regarding the child;
Describe the child's strengths, needs and any required additional or different provision within the 4 areas of SEND;
Elaborate on the previous intervention record.

Review this Plan termly:

Review – "What is working/not working in the area of need being addressed? Is progress being made?"
Outcomes – "What will be achieved? What provision is being used inside the classroom and which interventions are being used outside the classroom?"
Outside Service Involvement – "Who is/has been involved?"
Check that you have notified child's parents/caregiver.

Review the Graduated Response Plan for 3 cycles.

Yes: Targets are being met and child is making progress.
Action: See SENCO for Next Steps; continue to review.

No: Targets are not being met after a duration of 3 cycles.
Action: See SENCO for review meeting; move to EHCP.

Education, Health, Care Plan Stage

See EHCP Stage.

