



Teaching and Learning – Special Educational Needs Policy

Date	Review Date	Coordinator	Nominated Governor
Jan 2017	Jan 2018	Chair of the Governors	Alison Goulty

Headteacher:	Pamela Acheson	Date:	Jan 17
Responsible Governor:	Alison Goulty	Date:	Jan 17

Status of Policy:

This policy was adopted by the Governing Board of Scotton and Lingerfield school in January 2017. It will be reviewed annually or as required by legislation. It is based on the current SEN code of practice, as referenced in 1.2 below.

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1. Aims

We aim to:

- Educate our pupils to become independent learners;
- Provide a stimulating, challenging and caring environment;
- Share an enriched curriculum which ensures continuity, progression and opportunities for all our pupils;
- Engage pupils actively in all stages of the learning process;
- Work with families to prepare pupils for life within our village and the wider community;
- Motivate and inspire our pupils to realise their full potential;
- Ensure the safety and enjoyment in learning of all our pupils.

These aims are achieved through all school policies and schemes of work. It is realised through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community.

1.1 Statement of Intent

Governors and staff of Scotton Lingerfield School value the abilities and achievements of all our pupils and are committed to providing, for each pupil, the best possible environment for learning.

We also acknowledge that some pupils will have special needs related to their education. We recognise that we have a responsibility to do our best to ensure that the necessary provision is made for any pupil who has SEND.

1.2 Responsibilities

This policy is based on duties placed on schools, and guidance provided for them, in the SEN Code of Practice (Date of Issue – November 2001-



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Reference: DfES 581/2001 - copy available in school for reference). The Head teacher manages SEN practice and provision.

1.3 Definitions

Special Educational Needs - A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made for him or her.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age; or
- Has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age in schools within the LA
- Is under compulsory school age and falls within the definitions above or would do if special educational provision was not made for the child.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Provision - The current legal definition of special educational provision for children aged two or over is as follows: “educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA (now known as LA) (other than special schools)” (Education Act 1996, Section 312 (4)(a)).

1.4 Monitoring

Governors will monitor the effectiveness of this policy through regular meetings to discuss progress towards the SEN targets on the School Improvement Plan.

1.5 Aims

When educating pupils with SEN, our aims are:

- To ensure that all pupils have access to a broad and balanced curriculum;
- To provide a differentiated curriculum appropriate to the individual's needs and ability;
- To ensure the identification of all pupils requiring SEN provision as soon as possible after their difficulties become apparent;
- To ensure that SEN pupils take as full a part as possible in all school activities;
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment;



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- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

1.6 Policy development

The policy was developed by the Head teacher in conjunction with the Advice and Inspection Service of North Yorkshire County Council and other colleagues in the local family of schools. Staff and governors were consulted and amendments made as a result.

2. Staffing

SEN Co-ordinator – (SENCo) A named teacher takes on the responsibility of co-ordinating the school's SEN provision. S/he carries out the role in addition to her/his duties as a full-time classroom teacher. It is our policy to release the SENCo on a regular basis to enable her/him to carry out part of this role during the school day.

SEN staff – We also employ other staff to support pupils with SEND, dependent on pupil needs and available funding. This may be in the form of a Teaching Assistant or a part-time teacher, all of whom will work under the direction of a pupil's class teacher.

SEN Governor – A named member of our governing body also takes a special interest on behalf of the governors in how we meet the needs of pupils with SEND. This will be managed via monitoring of the School Improvement Plan.

3. Arrangements

The SENCo has the responsibility for coordinating the SEN provision. Specific responsibilities with a direct bearing on these arrangements are likely to include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for all pupils with SEND
- Liaising with and advising fellow teachers
- Managing and liaising with Learning Support Assistants (including Performance Management)
- Overseeing the records of all pupils with SEND
- Tracking the Progress of pupils with SEND
- Measuring the impact of SEND provision
- Liaising with parents of children with SEND



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- Contributing to in-service training of staff
- Liaising with LA support services and other external agencies (such as health and social services)
- Time for SENCo role

4. Admissions

Scotton Lingerfield School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy. Under Section 316 of the Education Act 1996, if parents wish to have their child with a Statement educated in mainstream school the LA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

We will not refuse admission to a pupil solely because (s)he has a statement of SEN (or is currently being assessed for one).

5. Facilities

We offer all children access to all parts of the curriculum and ensure that children with physical disabilities join in everyday activities with other pupils. The school is on one level so access is relatively easy, with ramps to all main entrances.

It is our policy to make adaptations as necessary to the building (for example in toilets and cloakrooms) for pupils who have special access needs. We work closely with the Local Authority to help support funding and planning in these cases.

6. Resources

SEND funding contributes to the costs of:

- staffing e.g. time for the SENCo, and other staff working to support pupils with SEND
- specific equipment and resources
- assessment materials
- training
- adaptations to the building
- fees to agencies outside school that offer additional expert advice and assessments



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7. Arrangements for identifying pupils with SEN

Children with SEND will usually need support in one or more of the following areas to help them to learn more effectively:

- **Cognition and Learning Needs** – Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD)
- **Behavioural, Emotional and Social Development Needs** - Behavioural, Emotional and Social Difficulty (BESD)
- **Communication and Interaction** - Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD)
- **Sensory and/or Physical difficulties** – Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)
- **Other** (OTH)

We have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the Early Years Foundation Stage and National Curriculum and are integrated into all aspects of the school.

- All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. (Observation and information from parents may also be used as an assessment tool.) Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision.
- The Code of Practice advocates a graduated response to meeting pupils' needs at an appropriate level. At the beginning of this process pupils may be placed on a list of pupils for whom we have initial concerns – a 'School Awareness' list, and are reviewed regularly from then on.
- In time it may be necessary to take "some additional or different action to enable the pupil to learn more effectively." Specific identification is guided by criteria supplied by North Yorkshire County Council.

(Revised Code of Practice: Special Educational Needs – Criteria for Placement).

- When children are identified as having SEND, they are placed on the SEND register. Strategies and targets at an appropriate level are then agreed and listed on an IPM Parents will be consulted, informed and involved at all these stages of response.
- Systematic records are maintained, and regular reviews carried out.



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- We aim to include pupils with SEN in discussions and decisions about the targets and strategies for their IPMs. It is important also to encourage pupils to recognise their achievements and acknowledge their successes.

Process of Identification and Support

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

There are four stages of action that form part of an ongoing cyclical process

- Assess
- Plan
- Do
- Review

The school's system includes reference to information provided by

- Early Year Foundation Stage profile results
- National Curriculum descriptors for the end of a key stage
- Progress measured against P levels descriptors
- Screening and assessment tools provided by external agencies
- Observations of behavioural, emotional and social development
- An existing statement of SEN or Educational Health Care Plan
- Another school or Local Authority which has identified or has provided for Additional Educational Needs

Individualised approaches

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-centered reviews will be held at least termly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SEN Coordinator is appropriately qualified and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.



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- Staff training reflects the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

8. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Children who have a EHCP will be given the support and provision recommended within the Statement to ensure that their needs are met. In situations where the school feels that it can no longer meet the needs of the child, then an early annual review will be held to record the decision and to refer the situation back to SEND service within North Yorkshire County Council.

9. Equality Statement

At Scotton Lingerfield School, we actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

10. Evaluation

The Governing body takes responsibility for evaluating the success of education provided for pupils with SEND. Their criteria include:-

- The maintenance of accurate, up-to-date records by teachers, support staff and the SENCo
- Evidence from monitoring classroom practice by school senior management/SENCo
- Analysis of pupil tracking data and test results (for individuals and groups of pupils)



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- Value-added data for pupils on the school's SEND Record (e.g. to show link between financial input and pupils' outcomes)
- Monitoring of procedures and practice by the designated SEND Governor
- School self-evaluation, using guidance documents from the LA
- Evidence (if available) from the LA's SEND audit processes

11. Complaints Procedure

Our school's complaints procedure is outlined in the school complaints policy and accompanying leaflet.

The same process will be followed for any problems, concerns, complaints relating specifically to Special Educational Needs provision. We will try to resolve any differences between home and school at school level. The LA offers the help and support of the Parent Officer (in the Parent Partnership Scheme) or an Independent Parental Supporter. If matters continue to be unresolved, we will refer parents to the LA's Statutory SEND disagreement resolution process to seek a way forward.

12. In-service training

We aim to identify and meet staff training issues related to the special needs of individual children and to develop the skills of Class Teachers and Support Staff. We encourage and contribute to the sharing of good practice in our family of schools. Governors are also offered training opportunities for SEND matters.

13. Links with External Agencies/Organisations

When it is considered necessary, we call upon additional professional expertise, from support services e.g.

- Educational Psychologists
- Medical officers
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Autism Outreach Team
- Specialist Teaching Service
- Hearing Impaired services



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- Visual Impairment services
- Teacher with responsibility for children with physical difficulties
- Multi agency teams
- TAC (Team around the Child)
- CAF (Common Assessment Framework)

14. Partnership with parents

Scotton Lingerfield School believes in the value of a partnership with parents to enable children and young people with SEND to achieve their potential. The school recognises that parents have a valuable overview of their child's needs and this gives them a key role in the partnership.

Parents are involved in an initial consultation when difficulties become apparent. From this point, continuing links include informal discussions and involvement in progress reviews.

The school considers parents of SEND as valued partners in the process. Depending on their age and appropriateness, children with SEND will also be encouraged to participate in the decision-making process affecting them.

The school will make details of the Parent Partnership Service available through the LA available to all parents of pupils with SEND.

15. Links with other schools

When a pupil transfers to another school and at transfer from primary to secondary school, SEN information is shared. This is to ensure a pupil's needs will continue to be met.

Regular meetings take place within the LA to enable continuing liaison between SENCOs to support each other in the role.

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15. Links with other services/organisations



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Where necessary, regular and occasional links with services and organisations will be made to support pupils with SEND, e.g. Local Health Authority, Social Care or Attendance Improvement Officer.