

Swinemoor Primary School

SEND Policy

Inclusion Statement

Swinemoor Primary School is committed to creating a school in which the teaching and learning, achievements, attitudes and well being of every member of the school matter. We seek to create opportunities for all children to achieve their very best in terms of academic attainments and personal attainments. We aim to make the curriculum accessible to all in a stimulating learning environment in which success is celebrated in all areas. We strive to make everyone feel welcome. We endeavour to work with parents, children and other agencies as well as members of the community to create opportunities for positive outcomes for all our children.

We take account of the Children and Families Act 2020, Equality Act 2010 and the Special Educational Needs Code of Practice 2014 in this policy.

We are committed to the promotion of the achievement of all of our learners. Our support for children with SEND is underpinned by the three principles of the National Curriculum:

1. Setting suitable challenges
2. Responding to our pupils' diverse learning needs
3. Overcoming any barriers to learning and assessment for individuals or groups of pupils

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Links to other Policies

This Policy links to the following policies

- ☐ Single Equality Policy
- ☐ Prospectus
- ☐ Teaching and Learning Policy
- ☐ Accessibility Plan
- ☐ Behaviour Policy
- ☐ Physical Intervention and Restraint Policy
- ☐ Children with Medical Conditions
- ☐ Intimate Care Guidelines

In our school everybody should work constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum for all pupils.

The SEND aims

- ☐ 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 SEND provision as early as possible in their school career;
- ☐ To ensure that SEND pupils take as full a part as possible in all school activities;
- ☐ To ensure that we have a child outcome orientated system of support involving children and parents in decision making;
- ☐ To work together with Health and Social Care to create positive outcomes for children.

Background Information

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. A child has SEND if he/she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age;
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA;
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

SEND Needs and Provision can be considered as falling into 4 broad areas.

- ☐ Communication and interaction
- ☐ Cognition and learning
- ☐ Social, mental and emotional health
- ☐ Sensory and /or physical

Early identification of problems/needs is essential and we have a procedure which ensures a quick response to such needs.

Once identified children may be withdrawn for individual or group teaching to meet their IEP targets. Most children will be supported in class with additional TA support for specific groups or individuals. Children may be withdrawn to participate in interventions.

The central point of our philosophy must be that the needs of each individual child are met and that we ensure that each child achieves the highest possible standards both in their academic work and in their behaviour. We acknowledge the value of both academic and life skills, and work towards high standards of attainment in both.

Roles and Responsibilities

SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- ☐ Overseeing the day to day operation of the schools SEND policy;
- ☐ Assisting teachers with identifying SEND needs, IEP planning, execution of plans, and reviews;
- ☐ Coordinating provision for children with SEND;
- ☐ Liaising with, advising and contributing to in-service training of teacher and other staff;
- ☐ Liaising with the CLA designated teacher where a child has SEND;
- ☐ Advising on a graduated approach to providing additional SEND support;
- ☐ Ensuring that the records of all children with SEND are kept up to date;
- ☐ Liaising with the parents of children with SEND;
- ☐ Being a key point of contact for all external agencies who may be providing SEND support and advice to children and families;
- ☐ Liaising with potential next providers of education to ensure a young person and their parents are informed about options and smooth transition is planned;
- ☐ Collaborating with curriculum coordinators so that the learning for all children is given equal priority;
- ☐ Ensuring that the school, Headteacher and governors meet their responsibilities under the Equality ACT (2010) with regard to reasonable adjustments and access arrangements.

Teaching Staff

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- ☐ Being responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff;
- ☐ Using high quality teaching, differentiated for individual pupils and responding to pupils who have or may have SEND;
- ☐ Making regular assessments of progress for all pupils, supported by the SEND or leadership team;
- ☐ Where pupils are falling behind or making inadequate progress given their age and starting point ensure they given extra support;
- ☐ Working with the SENDCO to assess whether a child has a significant learning difficulty if they continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness;
- ☐ Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment;
- ☐ Follow school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils;
- ☐ Participating in implementing four types of action to put effective support in place – Assess, Plan, Do Review;
- ☐ Collaborating with the SENDCO to decide the action required to assist the pupil to progress;
- ☐ Updating and writing new IEPs for children in consultation with the SENDCO;
- ☐ Consulting with parents and involving parents in decisions taken about their children with SEND;
- ☐ Working with SEND pupils on a daily basis to deliver the IEP targets within differentiated planning;
- ☐ Be involved in the development of the school's SEND policy.

We accept that all teachers are teachers of children with Special Educational Needs.

Governing Body

The role of the Governing Body is clearly outlined in the Governing Body Handbook. This role includes the following:

- ☐ Ensuring that provision of a high standard is made for SEND pupils;
- ☐ Ensuring that SEND pupils are fully involved in school activities;
- ☐ Having regard to the Code of Practice (2014) when carrying out these responsibilities;
- ☐ Being involved in monitoring and subsequently reviewing the school's SEND policy;
- ☐ Ensure that the school publishes information about: the arrangements for the admission of disabled children; the steps taken to prevent disabled children being treated less favorably than others; the facilities provided to assist access of disabled children; and their accessibility plans;
- ☐ Ensure that arrangements are in place to support pupils at school with medical conditions;
- ☐ Ensure that there is a qualified teacher designated as SENDCO for the school and work with them;
- ☐ Ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEND, whether they have EHC plans or not, is treated appropriately;
- ☐ Work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Headteacher

The Headteacher's responsibilities include:

- ☐ The day-to-day management of all aspects of the school including the SEND provision taking account of the Code of Practice (2020);
- ☐ Keeping the Governing Body well informed about SEND within the school and supporting them to carry out their responsibilities;

- ☐ Informing parents of the fact that SEND provision has been made for their child;
- ☐ Ensuring that the school has clear and flexible strategies for working with and consulting parents, and that these strategies encourage involvement in their child's education;
- ☐ Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice. Our admission arrangements reflect the inclusive nature of our school.

Allocation of resources

All schools in the East Riding receive funding for pupils with SEND in these main ways:

1. The basic budget covers teaching and curriculum expenses for all pupils.
 2. The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required.
 3. SEND Standards Fund, allocated annually to LAs by the DfES subject to matched funding. The East Riding of Yorkshire LA delegates the maximum amount to schools as per the DfES guidelines for Standards Fund. Schools are able to access over and above this amount by linking into SEND projects and training.
 4. Specific funds allocated to pupils with statements EHC plans still impacts on the budget.
- ☐ The costs of the SENDCO is set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEND.
 - ☐ The DfES state that 'core or base budget' refers to sources 1 and 2 above.
 - ☐ Swinemoor Primary School follows LA guidance to ensure that all pupils' needs are appropriately met.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- ☐ Evidence obtained by teacher observation/ assessment;
- ☐ Use of Provision mapping based on the assessments to prioritise intervention work;
- ☐ Their performance in National/Early Years curriculum judged against level descriptions;
- ☐ Standardised screening or assessment tools;
- ☐ Reports or observations;
- ☐ Records from feeder schools, etc;
- ☐ Information from parents.

The above information, once gathered, will help to:

- ☐ Provide starting points for an appropriate curriculum;
- ☐ Identify the need for support within the class;
- ☐ Assess learning difficulties;
- ☐ Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning;
- ☐ Involve parents in a joint home-school learning approach;
- ☐ Ensure appropriate teaching and learning experiences;
- ☐ Implement the graduated school response using the Assess, Plan, Do, Review model.

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SEND ADDENDUM – PHONICS SCREENING

In order to facilitate the continuing phonics development of all children, the children who have not passed the phonics screening (or the bottom 20% of children assessed in reading, whichever is the greater) will automatically be placed on an IEP specific to phonics for a minimum of one term. This will apply to both year 1 children transitioning in to year 2, and subsequently any year 2 children who do not pass the phonics screening resit as they transition into year 3. This programme of intervention will begin immediately following the phonics screening assessment.

In Key Stage 1, children placed on a phonics IEP will receive phonics intervention for approximately 30 minutes a day in small groups.

In years 3 and 4, children receiving phonics intervention will access 1 hour and 15 minutes a week of targeted intervention delivered to a small group during 3 slots of 15 minutes each.

In years 5 and 6, should any child require phonics intervention this will be delivered 1:1 through daily sessions.

All children accessing phonics intervention will be given a phonics assessment on a termly basis. This will determine the needs and progress of each individual child and inform future provision.

Phonics IEPs will be located within the 'Floppy's Phonics' workbooks in Key Stage 1 and in English books in Key Stage 2.

The assessment and phonics IEP scrutiny will be recorded on the yearly planner.

As part of the yearly transition process, it is the responsibility of the current class teacher to inform future teachers of phonics screening results and subsequent IEPs and assessment.

SEND ADDENDUM – TIMES TABLE SCREENING

In order to facilitate the continuing development of multiplication and times tables knowledge of all children, the children who have not passed the multiplication screening check (or the bottom 20% of children assessed in reading, whichever is the greater) will automatically be placed on an IEP specific to multiplication for a minimum of one term. This will apply to both year 4 children transitioning in to year 5, and subsequently any year 5 children as they transition into year 6 who still demonstrate a need. This programme of intervention will begin immediately following the times table screening check.

For that term they will receive daily multiplication intervention for approximately 20 minutes a day in small groups.

The children will be given a multiplication assessment on a termly basis. This will determine the needs and progress of each individual child and inform future provision.

Multiplication IEPs will be located in mathematic journals.

The assessment and multiplication IEP scrutiny will be recorded on the yearly planner.

As part of the yearly transition process, it is the responsibility of the current class teacher to inform future teachers of multiplication check results and subsequent IEPs and assessment.