



## Lythe CEVC School

*Our vision is to provide the highest quality of education for all in a nurturing, creative, Christian environment, where children are empowered to combine academic excellence with a passion for learning about the world.*

### Policy for Special Educational Needs and Disabilities (SEND)

Document Status			
<b>Date of Next Review</b>	October 2018	<b>Responsibility</b>	Head Teacher
<b>Success Criteria for review completion</b>	Adopted by FGB	<b>Responsibility</b>	Co-chairs of Governors Sarah Arnold Jo Stonehouse
<b>Date of Policy Creation</b> October 2015	<b>Adapted school written model</b>	<b>Responsibility</b>	Head Teacher
<b>Date of Policy Adoption by Governing Body</b> 22 <sup>nd</sup> November 2017		<b>Signed</b>	
<b>Method of Communication (e.g Website, Noticeboard, etc)</b> Website (advertised in newsletter)		<b>Headteacher</b> Lisa Armstrong	
		<b>Chair of Governors</b> Sarah Arnold & Jo Stonehouse	

#### Abbreviations used:

<b>CoP</b>	<b>Code of Practice</b>
<b>EHCP</b>	<b>Education, Health and Care Plan</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>
<b>IPM</b>	<b>Individual Provision Map</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>SSA</b>	<b>Specialist Service for Autism (now Inclusive Education Service)</b>

**This policy is in line with the SEND Code of Practice, (1st April, 2015)**

*Professionals who work with the fifth of children and young people who have a special educational need should strive to enable them to achieve at school and college, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community. (Vision statement, SEND Code of Practice 2015)*

**Objectives of the Policy**

- To work within the guidelines set out in the SEND Code of Practice, 2015.
- Fulfil our vision for Lythe School community and ensure that all children are treated as individuals of equal worth who are enabled to live life in all its fullness, within the context of a distinctively Christian environment.
- To take a whole school approach to any child who has a special educational need.
- Maintain and develop each child's innate desire to interact with all of their peers through mutual concern and respect for each other
- For feelings of self-confidence and a positive wellbeing to be promoted
- To ensure all children are given an equal opportunity to take part in all learning opportunities offered by the school.
- Provide a broad and balanced curriculum while emphasising the need to develop literacy, numeracy and basic key skills.
- For a differentiated curriculum to be provided to ensure positive learning opportunities for all children.
- To assess children's learning and monitor achievement to ensure all children make progress.
- Follow school procedures that ensure early identification of children who need support that is 'additional to' or 'different from' a normal differentiated curriculum.
- To follow school procedures that ensures a graduated response, of 'assess, plan, do, review', in order to provide the correct level of support, whatever the level of need.
- For a range of SEND provision to be provided based on Quality First teaching and aspirational outcomes, using specifically identified interventions, good differentiation, specific intervention programmes and SMART Targets through individual programmes of support.
- Identified interventions are delivered with fidelity, using a pre-and post assessment process to measure accelerated progress and ensure efficacy of the program.
- For quality SEND provision to be assured through provision management and individual provision mapping (IPM) procedures.

- Continue to develop and maintain positive relationships with parent/carers.
- To be part of an effective multi-agency network in order to combine services around the needs of the children and their families.
- If an issue arises where changes occur, this must be in consultation with the SENCo

## **Philosophy**

### **The school community believes that**

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

## **Principles**

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

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

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.  
(CoP 2015)

Mainstream educational settings must use their best endeavours to secure the special

educational provision called for by the child's or young person's needs.

### **Procedures**

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision and arrangements for coordinating Inclusion and SEN provision is as follows:

The SENCo is responsible for co-ordinating the day-to-day provision of education for pupils on the SEN register

### **The Role of the SENCo (*Nikki Summers*) will include:**

- overseeing the day-to-day operation of the school's SEND policy
- working with English and Maths subject leaders and the senior management team to identify children who need additional and different support
- In liaison with the Intervention co-ordinator, co-ordinating provision for children with SEND
- liaising with and advising fellow teachers
- providing advice and support for Teaching Assistants
- reviewing job descriptions and setting performance management targets for teaching assistants
- overseeing records of all children with SEND
- liaising with parents/carers of children with SEND
- contributing to staff CPD
- liaising with external agencies, including LA support and educational psychology services, health and social services and voluntary bodies
- attending SEND meetings and training sessions and disseminating to colleagues' knowledge and research pertaining to SEND
- arranging Annual Review meetings for children with Education, Health and Care Plans.

### **The Role of the Head Teacher (*Lisa Armstrong*)**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed and will also work closely with the SENCo.

### **The Role of the Governing Body and the SEND Governor (*Dawn Bugby*)**

The Governing Body will, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for all pupils, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The SEND Governor will liaise with the SENCo and feed the updated information into the Governors meetings.

### **The Role of the Class Teacher**

It is the responsibility of all staff to:

- recognise that each child at our school is special
- recognise that each child will have their own individual strengths
- recognise and nurture the talents of each child

Teaching children with SEND is a whole-school responsibility.

Each teacher is responsible for his/her class and will identify learning objectives for all the children in the class and will provide a differentiated curriculum which will help the children to achieve those objectives. The class teacher will ensure that all children are fully included in all class activities and the full life of the school.

### **The Role of the Teaching Assistants**

- Teaching Assistants will support teachers in enabling children with SEND to have access to an appropriate curriculum.
- Teaching Assistants have an important part to play in promoting the inclusion and independence of all children.
- Teaching Assistants enable the Class Teacher to spend high quality time with vulnerable children and those with SEND.
- Teaching Assistants access daily liaison time with the Class Teacher for planning, preparation and discussion regarding effective deployment.

### **Whole school approaches:**

- 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 teachers, TAs, 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 offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils 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 offer to inform the school offer. This is published on the school website.

### **Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker

- 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.
- 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 SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect 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 2015

### **Monitoring and evaluating performance**

‘All teachers are teachers of children with SEND’ (CoP 2015)

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:

- Monitoring and evaluating of interventions, including their value for money
- Focused 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 (e.g. part 7)
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

**The governing body will evaluate the work of the school by:**

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- 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

\*SEN information report

*The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must relate to provision set out in the local offer.*

**SEND Code of Practice, 2015: 6.79**