

# Special Educational Needs & Disability Policy

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### 1. Aims

Our SEND policy and information report aims to:

- To create an environment which meets the educational needs of all children;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all stakeholders in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that the children have a voice in this process.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

### **3. Definitions**

Special Educational Needs and Disability is a term embracing a wide diversity of need. At Ryhill Junior, Infant and Nursery School, children are identified as having Special Educational Needs if they have a learning difficulty which calls for Special Education Provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevent or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority;
- are under compulsory school age and fall within the definition a (a) or (b) above or would so do if special educational provision was not made for them;
- have social, emotional and mental health issues which results in limited access to the curriculum.

Children must 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.

Special education provisions means;

- for children of two or over, 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 Local Educational Authority, other than special schools, in the area;
- for children under two, educational provision of any kind.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Laura Duffy

They will:

Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEND support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The SEND governor**

The SEND governor, Susan Richards will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties,

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We consider the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

School will hold regular SEND parent forums to discuss and share ideas.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases.**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

#### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions for example:

Lego therapy

Music Interaction

Fit to Learn

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, resources etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis and small group work where needed.

We work with the following agencies to provide support for pupils with SEND:

Education Psychologist

The Communication and Interaction Team

Learning Support Service

The Advisory Service for the Hearing Impairment

Occupational Therapist

Physiotherapist

Speech and Language Therapist

Social Services

Educational Welfare Service

Local Health Visitor

School Nurse

## **5.9 Expertise and training of staff**

Our SENCO has a number of years' experience in this role and has the NASENCO award.

They are allocated three hours a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

### **5.10 Securing equipment and facilities**

The SENCO is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school. Funding for all children with statements of special educational needs or EHCPs is now devolved through the delegated budget, and the SENCO is responsible for completing applications for any extra funding. The SENCO will be expected to apply for additional funding for children with a statement or EHCP through the 'Top Up' funding.

The school is fully accessible for children in wheelchairs. There are a number of adaptations, such as electromagnetic door closures, for children in wheelchairs and members of support staff have had training in manual handling. We do, therefore, believe that we can offer good support for children with physical disabilities.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil interviews
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEND or disability.



### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council

Pupils with SEND are also encouraged to be part of different clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

### **5.14 Working with other agencies**

The school has close links with the Educational Psychology Service, The Communication and Interaction Team, the Advisory Service for Visual and Hearing impairment, Occupational Therapist and the Speech and Language Therapist. It also maintains contact with Social Services, the Educational Welfare Service, Local Health Visitor and School Nurse. Advice is regularly sought from the Special Educational Support Services for children who are presenting specific learning difficulties. When children leave our school, meetings are arranged with the receiving school to discuss fully children with special educational needs and disabilities to pass on detailed records of their progress and their individual support program.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher/SENCO/head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND** [See 5.14](#)

### **5.17 Contact details for raising concerns**

[See 5.15](#)

### **5.18 The local authority local offer**

Our contribution to the local offer is: Wakefield Local Offer

Our local authority's local offer is published here:

<http://wakefield.mylocaloffer.org/Home>

## 6. Monitoring arrangements

This policy and information report will be reviewed by L Duffy and S Richards **every year**. It will also be updated if any changes to the information are made during the year.

### SEND GLOSSARY

<b>EHPC</b>	Education and Health Care Plan
<b>EPS</b>	Education Psychology Service
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SEND</b>	Special Educational Needs and Disability

#### Levels of support:

<b>Wave 1</b>	Quality First Teaching;
<b>Wave 2</b>	Wave 1 plus additional, time-limited, tailored intervention support programs;
<b>Wave 3</b>	Wave 1 plus increasingly individualised programmes.