



# Eskdale School

*A place of belonging, a place of inspiration*

## Special Educational Needs and Disabilities Policy

### **Eskdale School aims:**

To develop as a vibrant, dynamic community committed to the principles of "Every Child Matters" so that all of our students

- are safe and healthy
- enjoy and achieve
- make a positive contribution
- experience success so that they are equipped to make their way in the world of work.

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Signed (Chair of Governors)	



**Eskdale School**

*Achieving Excellence through Learning Together*

# **Policy for special educational needs and disabilities (SEND)**

## **Abbreviations used**

<b>IES</b>	<b>Inclusive Education Service</b>
<b>CoP</b>	<b>Code of Practice</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>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>IM</b>	<b>Inclusion Manager</b>
<b>TA</b>	<b>Teaching Assistant</b>

# **Eskdale School**

## ***Achieving Excellence through Learning Together***

### **Objectives of the policy**

1. To identify support needs as early as possible through a flexible and responsive system of referral and assessment.
2. To provide a range of sensitive and effective responses to a pupil's individual needs, not their SEND label.
3. To maintain an effective system of monitoring and record keeping.
4. To maximise access to a wide and varied curriculum and facilitate a differentiated curriculum to help meet individual needs and ability.
5. To ensure that all pupils with SEND are fully included in all aspects of school life and are consequently an active part of the whole school community.
6. To secure links with parents as partners to allow them access to information and to encourage their participation in the decision making process.
7. To initiate and facilitate staff development concerned with SEND issues.
8. To foster and maintain links with outside agencies and educational support services.
9. To respect and respond to the pupil's perspective of their support requirements, working collaboratively towards aspirational outcomes building upon their strengths and interests.
10. To use a Graduated Approach to ensure high aspirations and outcomes for all pupils with SEND.

### **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 and/or a Disability (SEND) 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)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

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 and Governing Body have the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:**

The school's Inclusion Manager is responsible for:-

- The day to day operation of the SEND Policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for students with SEND
- Deploying, liaising with and overseeing the work of TA's within the school
- Overseeing the records of students with support needs and maintaining the school's SEND register
- Liaising with the parents/guardians of students with support needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Liaising with the link governor for SEND
- Ensuring that statutory obligations with regard to SEND are met

## **Whole school approaches:**

### **'All teachers are teachers of children with SEND' (SEND CoP 2015)**

- 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 subject teachers, TAs, IM, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The IM 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 students 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, all staff can request training related to SEND
- 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
- The 'SEND information report\*' is informed by the local authority's local offer. This is published on the school website as part of the governors' SEND information.

## **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, IES etc. Contact details can be obtained from the Inclusion Manager.
- Some pupils will have individualised provision maps, 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 IM will be appropriately qualified (or working towards) 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**

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
- Forensic 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
- Completion of statutory functions by the IM related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the IM, 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 evaluate the work of the school by:**

- Appointing a link 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
- Holding the school to account for its use of SEN funding

**\*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**