



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

At Snaith Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- This policy helps to ensure that the needs of all our children are met.

This policy was reviewed by the Headteacher and SENCO in December 2023 in consultation with staff and governors.

## INTRODUCTION

This policy has been devised in line with the legislation (The Children and Families Act 2014) which came into force from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation and was updated in 2020.

At Snaith Primary School we provide a broad and balanced curriculum for all our children. The National Curriculum is our starting point for planning our curriculum which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Our curriculum includes further information on how the needs of children with SEND are met in each subject. Some children are more able in particular areas, and some children may have barriers to particular areas of learning that mean they have special needs and require particular action by the school. (Please see also our ["Teaching and Learning"](#) and ["More and Most Able"](#) policies).

Teachers take account of children's individual requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## AIMS AND OBJECTIVES

The aims of this policy are:

- to create an environment that meets the special educational needs of every child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners 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 our children have a voice in this process.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY TERMS

## **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. 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.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their current needs already assessed. However, all of our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

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## **EDUCATIONAL INCLUSION**

At Snaith Primary school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to help children meet these expectations through the removal of barriers to learning and participation.

Our teachers respond to children's needs by:

- providing support for children who need help with speech, language and communication;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to understand and manage their emotions, particularly trauma or stress, and to take part in learning.
- helping children to understand and develop positive relationships.

All students in our school are equally valued. The school intends that:

- All pupils are included as fully as possible into the educational and social life of the school.
- A range of support strategies are employed. Support is targeted at developing independence.
- School tries to remove all barriers to attendance and punctuality.
- Inclusion strategies extend beyond SEND to include looked after children, post looked after children, more and most able children, refugee children, travellers and young carers.

We will achieve this in the following ways:

- Pupils will only be withdrawn from learning with their peers for specific educational, social or emotional purposes.
- All staff will offer personalised approaches and Quality First Teaching.
- All pupils will be encouraged to join in extra-curricular activities.
- LA services will be fully utilised.

This will be monitored using these indicators:

- Discussion with parents and pupils
- Reviewing participation of vulnerable and disadvantaged children
- Publicly acknowledging different types of success.
- Data on attendance
- Targeted use of outside agencies

## IDENTIFICATION NEED FOR FURTHER SUPPORT

In our school we have a large number of identification systems to show if a child is not making the progress they should.

Teachers regularly consult with the SENCO about their classes. Our SENCO is Miss Timney. Regular meetings are also held with the Senior Leadership Team to look at tracking across cohorts. Class teachers may raise concerns at any time, but particularly if a child:

- Is not making good progress over time
- Demonstrates difficulties in social situations.
- Is experiencing challenges to their emotional wellbeing or mental health.
- Is not responding to the usual positive behaviour techniques.

Identification begins the schools graduated response to SEND and following consultation at this point, the child would be monitored in class, and possibly targeted for general

intervention (i.e. in planning and target focus). The SENCO would put in place appropriate further testing or assessment. Analysis of these assessments, observations and progress made in class would determine if this child was put on the register at SEND NEED.

Steps for Identification:

Step 1:

Any child falling behind age related expectations may be identified as requiring support by parents, class teachers or progress data concerns. Concerns may also be identified through observation or discussions with parents. This may include concerns with regards to cognition and learning, physical development, sensory needs including possible visual or hearing impairment as well as social, emotional or mental health.

Step 2:

As part of the graduated response, after consultation with staff and the family the child will be monitored in class, and possibly targeted for intervention (i.e. in planning and target support). Additional support in the form of Catch-up support may be given to allow children accelerated learning opportunities to close the gap between the current and age related expectations.

Step 3:

Where a child continues not to make expected progress towards meeting age related expectations despite high quality teaching and catch-up support, the SENCO will liaise with the parents, child and class teacher to assess whether the child has a significant learning difficulty. The child will then be placed on the SEND register. Class teachers will continue to set and review targets through the use of termly support plans. Support plans set out clear achievable outcomes that are matched to the needs of individuals and the appropriate next steps identified. These plans closely monitor the graduated response to the child's needs and ensure that this response is being effective support plans are reviewed at least termly, however, reviews may be more frequent where necessary.

Step 4:

If school, or parent/carer, considers a request for an Education Health Care Plan is required, the local authority will be contacted and evidence gathered to support the request.

**CONCERN:**

If our assessments show that a child may be experiencing a difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **CONCERN**. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working

practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

#### SEND NEED:

If a review identifies that, despite targeted intervention, the child continues to have a significantly greater difficulty in learning than the majority of others of the same age or they have a disability which hinders them from making use of the facilities generally provided for others of the same age this may lead to additional or different strategies to those at CONCERN. This enhanced level of support is called SEND NEED. This may include support from outside services - we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information to support the child in meeting their desired outcomes and contribute to the child's termly support plan. Any recommended strategies will be identified within the child's support plan and, wherever possible, be implemented in the child's normal classroom setting.

#### TERMLY SUPPORT PLANS

We will record the strategies used to support the child within a 'Termly Support Plan'. The Plan will show the short-term desired outcomes for the child and the strategies and interventions utilised to help achieve these. These will be reviewed at least once each term in liaison with the child, SENCO, teacher, parents and, where possible, any other professionals involved.

#### ONE PAGE PROFILES:

Each term children with SEND complete a 'One Page Profile' to share their views and opinions about what is working well for them and how they feel they can be best supported. This also celebrates what the child's strengths are as well as giving them the opportunity to share what areas they feel they need support in. 'One Page Profiles' are used to help inform the process of reviewing children's targets. Different strategies may be utilised to help children with giving their views such as sorting activities, drawing or photographing to show their likes/ dislikes and what they find challenging or feel they can do with ease.

#### Education Health Care Plans (EHCP):

If a child has long term or significant difficulties they may undergo a Statutory Assessment Process to obtain an Education Health Care Plan.

An Education Health Care Assessment is often requested by the school but can be requested by a parent. This would occur where the complexity of need or lack of clarity

around the needs of the child were such that a multi-agency approach to assessing that need, to planning provision and identifying resources, was required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- ELSA - if relevant.
- SENCO
- Educational Psychology
- Any external agencies involved such as, speech and language therapy (SALT), Sensory and physical teaching service (SAPTs), social, emotional and mental health team (SEMH), Sensory service, occupational therapy, children's centres.
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes set. A decision will be made at panel by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The school and the child's parents will be involved developing and producing the plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed, at least annually, by staff, external services involved, health care professionals, parents and the pupil. For pupils under the age of 5 plans will be reviewed at 6 monthly intervals until they turn 5. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

The Local Offer:

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to support families of children with a special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information about the East Riding local offer can be found at <http://www.eastridinglocaloffer.org.uk/>

Parent Support:

As a school, we value the input of families and know the importance of working together to achieve the best possible outcomes for all children. We work to support parents as well as

children throughout their journey with us. SENDIASS, which offers impartial, confidential information and advice to parents/ carers and young people with special educational needs and disabilities are available to families should they wish to seek support or advice beyond school. Further information on how to do this can be found through the following links:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

<https://www.eastridingsendiass.org.uk/>

<https://www.eastridinglocaloffer.org.uk/>

## ROLE OF THE SENCO (Special Educational Needs Co-ordinator):

In our school the SENCO:

- manages the day-to-day operation of the policy;
- maintains an up to date list of children requiring additional and different provision because of their SEND.
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- makes referrals and effectively communicates with all outside agencies who may be available to support learners;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- ensures the Head teacher is kept up-to-date with any changes to the registers, and of any meetings with parents or other agencies;
- contributes to the professional development of all staff.

## THE ROLE OF THE GOVERNING BODY

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs ensuring that the school secures: the necessary provision for any pupils identified as having special educational needs, staff training, governor awareness and consultation with the LA and other schools, when appropriate.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is Clare Donnison.



The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In addition to the SEND governor, the governing body also includes a Health Governor who is the responsible person for overseeing health provision of medical needs in school. Our Health Governor is Melanie Ryan.

## ALLOCATION OF RESOURCES

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans.

The Head teacher and SENCO inform the governing body of how the funding allocated to support special educational needs has been employed.

The Head teacher and the SENCO meet annually to agree on how to use funds directly related to Education Health and Care plans. In addition to this the Headteacher and SENCO liaise frequently to review this.

## ASSESSMENT

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. B-Squared, connecting steps, assessments are used to monitor the progress of children with SEND in their areas of need as this enables small steps of progress to be identified and next steps to be carefully planned for.

## ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, adjusting to ensure work can be accessed in an appropriate way and in line with a child's developmental stage, and we use assessment to inform the next stage of learning.

Termly Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and desired outcomes, we ensure that children experience success. All children with SEND have a One Page Profile and Termly Support Plan. Children's progress is monitored carefully using the whole school assessment system and 'B-Squared' where relevant, which enables small steps of progress to be recognised and celebrated with children. 'B-Squared' also informs planning for children with SEND so that their next steps in key areas can be specifically catered for.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning and ensure emotional wellbeing and regulation, we ask the children to work in small groups, or in a one-to-one situation in an alternative area.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision, scaffolding and support are deployed effectively to ensure that each curriculum area is accessible to all pupils. We make sure that individual or group intervention is available where it is felt pupils would benefit from this provision. We set appropriate individual desired outcomes that motivate pupils to do their best, and celebrate achievements at all levels.

## PARTNERSHIPS WITH PARENTS

Our school has a clear vision to work in partnership with parents. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs and both parents and children are fully involved as partners.

The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. A named governor (Clare Donnison) takes a special interest in special needs and she or the Head teacher are always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The school intends that:

- Parents knowledge and views are utilised as fully as possible in assessing and meeting the needs of their child.
- There will be ongoing consultation with pupils and their parents and their views will be respected and valued.
- Parents input will be encouraged in supporting their child's learning needs at home.
- Systems are in place to enable all learners to communicate about their learning from their point of view.
- Parents know how to make a complaint if necessary.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.

We achieve this in the following ways:

- There will be an 'open door' policy for parents, with the opportunity to make a further appointment for more detailed discussions.
- Access to FISH (family information service hub)
- Utilising the local authorities 'Matrix of Need'
- Full engagement of parents in termly reviews of Termly Support Plans and annual/interim reviews of Education Health Care Plans.
- Teaching Assistants are trained to ensure that all pupils, regardless of their communication needs, can make their views known.
- School uses the local authority's Local Offer to inform the school offer. This is published on the school website.
- School website links to East Riding Local Offer on SEND.

## PARTNERSHIPS WITH THE CHILDREN

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. We recognise the importance of children developing social and emotional as well as educational skills.

As part of the review process children contribute their views about what works well for them and what they would like to improve. Children are involved at an appropriate level in agreeing outcomes. Children are encouraged to make judgements about their own performance. We recognise success here as we do in any other aspect of school life.

## ORGANISATION AND MONITORING AND EVALUATION

In Snaith Primary School we have a SENCO that works with class teachers and a number of support assistants to identify, plan for, teach and address a large number of different needs. Regular liaison time takes place, both with the Support Assistants and the SENCO

and the SENCO and the class teachers. Support staff are given time to work with class teachers planning specific programmes of work and evidence-based interventions which have been thoroughly researched are used.

**All staff can access:**

- The Snaith Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including termly support plans, one-page profiles, education health care plans and targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- East Riding's Matrix of Need
- Information available through East Riding's SEND Local Offer

All pupils are entitled to a broad and balanced curriculum, which is personalised to allow each pupil to make maximum progress. Teaching and learning will be sensitive to the needs of all learners and recognises different routes to achievement.

The school intends that:

- All teachers will differentiate within planning as appropriate.
- Appropriate support will be available for students, including adaptations to the environment.
- The curriculum will reflect the needs of the current school community and will contribute to community cohesion.
- The curriculum will be planned to promote independence.
- Appropriate support will be provided to support pupils to access assessment and examinations.

We achieve this in the following ways:

- The SENCO/Headteacher will offer advice on strategies for meeting needs and preparing differentiated materials as needed.
- The SENCO will work with the Headteacher to request access arrangements for tests.
- Class teachers contribute to the completion of whole school provision maps.
- Class teachers regularly review Termly Support Plans and outcomes.
- All staff have appropriate access to up to date information about pupils with additional needs.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from external agencies.

- Some pupils will have pastoral and welfare plans, individual risk assessments, intimate care plans or health plans.
- 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 targets.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements between classes within school and to other provisions, will be personalised to support additional needs.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.

#### Specialist SEN provision

- The SENCO will work with other local schools to share best practice where necessary/appropriate.

#### SEND SILVER FILES

Each child that is on the SEND register has a "Silver File" in their classroom. This ensures that every staff member can have complete and up-to-date information about pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

All additional support and intervention that is provided inside school or with external agencies is recorded here. This file, along with children's work, and intervention records, provides good evidence of all the additional work children do towards their targets as well as liaison with parents. The child's Termly Support Plans, One Page Profiles and Education Health Care Plans (if relevant) are stored here in addition to letters or communications from external agencies.

As with all areas of our school we constantly review and evaluate progress.

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Termly Support Plans and health plans for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

#### ASSESSMENT AND TRACKING

Early and accurate identification of learners needs is essential.

The school intends that:

- Assessments are accurate and consistent across school.
- Assessments are moderated internally and with other professionals beyond our school.
- Tracking identifies under achieving and under attaining pupils.
- Identified pupils receive timely intervention.
- Pupils are involved actively in assessing their own progress and knowing what the next steps to achievement are.

We achieve this in the following ways:

- Effective transition arrangements
- Ongoing teacher assessments
- Termly Pupil Progress meetings
- Regular internal and cluster moderation
- Use of B-Squared to track progress.
- Statutory testing as appropriate
- Additional assessments/screening as appropriate including GL assessment Rapid/Cops/ Lass assessments, wellcomm speech assessments, boxall profiles, social competencies profiles, Phab (phonological assessment battery), Yarc reading assessments, Dynamo Maths assessments/ dyscalculia screener and Literacy Gold Assessments/ Dyslexia screener.

## MONITORING AND EVALUATING PERFORMANCE

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. The school intends that additional, focussed monitoring will take place to ensure good life outcomes for this vulnerable group.

We aim to achieve this in the following ways:

- Detailed discussions with families and pupils
- Work scrutiny with selected pupil groups
- Completion of statutory functions by the SENCO related to referral of Education Health Care Plans, termly meetings and annual reviews
- Analysis of data examining the progress of different vulnerable and disadvantaged children.
- Monitoring and evaluation of interventions
- Provision for SEND is reflected through school self-evaluation
- Exam/test arrangements
- Focussed monitoring by the SENCO, LA adviser and SEN governor
- Progress through a variety of transitions
- Attendance analysis

## CONTINUED PROFESSIONAL LEARNING FOR ALL STAFF

All staff should be aware of the differing needs of the pupils they teach.

The school intends that:

- Staff will be provided with appropriate training in line with the school's priorities
- Staff will receive regular updates on SEND legislation and policy.
- Staff will be made aware of the learning needs of the current school population, so that staff can respond positively to diversity.

We will achieve this in the following ways:

- Reflecting provision for SEND throughout the school evaluation form
- Using training materials to provide in school training in SEN
- Having a training budget available
- ELSA supervision

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

**Signed:**

**Date:**

**Date agreed by the Governing Body.....**

**This policy is revised annually.**