

## Kirk Fenton Primary School



### SPECIAL EDUCATIONAL NEEDS (SEN) & INCLUSION POLICY

Kirk Fenton CE Primary School is rooted in Christian belief and principles and it is a primary aim of our school that every member of the school community feels valued and respected, and that every person is treated fairly and well. We are a community, whose values are built on mutual respect for all. At Kirk Fenton CE Primary School we ensure that every pupil has full access to the schools curriculum, and that through differentiated learning opportunities, the needs of every child are met.

#### Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15)

#### Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

**The kinds of special educational need for which provision is made at our school**

At Kirk Fenton CE Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties. The school is wheelchair friendly with ramps and a hygiene room. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The school also currently meets the needs of pupils with an Education, Health and Care Plan (EHCP).

**Identification and Assessment of SEN**

All pupils have access to well differentiated, quality first teaching.

We monitor the progress of all pupils three times a year to review their academic progress. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up.

We aim to identify and meet the needs of our children as early as possible through:

- the analysis of data including Foundation Stage Profile scores, reading and spelling ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements (cycle of assess, plan, do, review)
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries and early years providers on transfer
- information from previous schools
- information from other services
- Involving an external agency where it is suspected that a special educational need is significant
- Undertaking, when necessary, a more in-depth individual assessment. This may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a special educational need or disability. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered in the SEN Code of Practice (2015, 6.37).

### **Additional in-school SEN Support**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2014. Parents will be formally advised of this and the pupil will be added to an SEN list, which is a list of pupils receiving additional school support.

### **The Assess, Plan, Do, Review cycle**

The support provided can be described as a 4 part process: a) Assess b) Plan c) Do d) Review. This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The Four Part Process in Action:

#### Assess

As noted above the procedure for initially identifying and assessing the needs of SEND pupils is thorough and involves all concerned parties.

#### Plan

The next step is to plan the provision best suited to meeting the needs of the pupil.

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted, taken seriously and compared with the school's information and assessment data on how the pupil is progressing. This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developed and appropriate.

Where external staff are already involved with a pupil, their work will provide a supplementary view. Where they are not involved they may be contacted by school, if this is deemed appropriate, following discussion and agreement with parents.

An Individual Provision Map (IPM) will be created involving consultation between the pupil, the teacher, the SENCO and parents to agree the adjustments, interventions and support that are required for the pupil to reach desired outcomes. The agreed outcomes are specific, measurable, achievable, realistic and time bound. They have been devised so they are manageable and easily monitored.

Parental involvement may be sought to reinforce or assist with progress at home. All those working with the pupil, including support staff will be informed of their individual needs and the support that is being provided. This will include teaching strategies and approaches that are being employed and the outcomes that are being sought.

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### Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one to one teaching away from the main class environment. They will work closely with the teaching assistants and plan and assess the impact of support and interventions held away from the classroom setting.

The class teacher continues to further assess the pupil's strengths and weaknesses and the SENCO will be on hand to provide effective support and advice on an ongoing basis.

### Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents.

The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with the parents and the pupil.

Some vulnerable learners will also have access to provision which is 'additional to' and 'different from' a well differentiated curriculum. These will probably be children who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. Personal Provision Plans (PPPs) are used to record their short term outcomes, the interventions in place and to measure the impact.

### **Referral for an Education, Health and Care Plan (EHCP)**

If a child has a lifelong or significant difficulty they may undergo a 'Statutory Assessment Process' which is usually requested by the school but can be requested by the parent.

This will occur where the complexity of need or lack of clarity around the needs of the child is such that a multi-agency approach to assessing need and identifying provision is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including Parents, Teachers, SENCO, Social Care and Health Care professionals. Information will be gathered relating to the current provision provided, any targets set and their progress towards these.

A decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

If it is decided that a pupil's needs are not being met by the support which is ordinarily available from school then an EHCP will be provided by North Yorkshire County Council. The school and the child's parents will be involved in developing and producing the plan. Once the EHCP has been completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually by all those involved with the child.

The annual review enables provision to be evaluated and maintained at the appropriate level and with the appropriate focus, reducing or increasing the level of support as required.

### **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education. Pupils with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at the annual review meeting when they are in Year 5.
- Support for the pupil with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged if appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the headteacher, subject leaders, SENCO
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- meetings between teachers, subject leaders, headteacher, SENCO
- informal feedback from all staff
- pupil and parental involvement when setting new learning outcomes or reviewing existing outcomes
- monitoring outcomes on the Individual Provision Map (IPM), Personal Provision Plans (PPP), My Support Plans and evaluating the impact of outcomes on pupils' progress
- pupil progress tracking using assessment data (whole-school processes; O-Track)
- regular meetings about pupils' progress between subject leaders, SENCO and the head teacher
- head teacher's and SENCO's reports to Governors

### **Inclusion of pupils**

#### **Pupils with English as an additional language (EAL)**

A pupil who has EAL is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need. We welcome the enrichment that linguistic and cultural diversity brings to our school community and we aim to support children and parents where necessary.

### **Pupils who are looked after in local authority care**

At Kirk Fenton CE Primary School we recognise that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development and we therefore ensure that the child has the appropriate network of support. We monitor their progress to ensure that they have the best life chances possible and access to the full range of opportunities within school.

### **Supporting the emotional and social development of pupils with special educational needs**

At Kirk Fenton CE Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

### **Inclusion within school**

At Kirk Fenton CE Primary School we regularly adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

Teachers respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting and monitoring focused and appropriate targets for learning
- developing positive relationships with students.

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Teacher's planning and lessons provide a level of differentiation for pupils with a variety of needs.

This can take many forms including:

- access to word banks
- access too overlays
- opportunity for visual literacy techniques such as reading pictures and drama
- opportunity for discussion and cooperative learning
- differentiated learning objectives and/or success criteria
- adapted and differentiated printed text to improve access and understanding .
- graphic organisers, writing slopes and writing frames
- hands on equipment
- multi-sensory learning opportunities
- extra adult support
- Makaton
- additional visual cues
- learning opportunities which reflect IPM targets
- mixed ability and homogeneous groupings
- specialised targets which are reflected in planning
- differentiated homework
- learning which involves authentic tasks and opportunity for choice and personalisation.

All clubs, trips and activities offered to pupils at Kirk Fenton CE Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

### **Access to the Environment**

- Kirk Fenton CE Primary School is a single site school, built on one level.
- Entrance to the building is through the main lobby which is level and therefore suitable for wheelchair access. All classrooms can be accessed by a wheelchair. A ramp has been fitted to a kerb at the side of the building which can be used to access to the EYFS and Year 1 classrooms.
- There is currently a hygiene room as well as one disabled toilet for children situated in the EYFS Area and one for adults close to the school office.
- We have made sure that there are good lighting and safety arrangements for all visually impaired pupils and classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- There is one disabled parking space in the school car park.
- Secure fencing and a zebra crossing at the front of school provide safer access for entry and exit to school. Gates at the side of the building are locked during the school day.
- The car park is closed to vehicle movement during the beginning and end of the school day.

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- Children requiring equipment due to impairment will be assessed in order to gain the support they require.

### **External Support to enrich learning**

The school has close partnership links with external support agencies.

Through the LA we have access to services such as the Enhanced Mainstream Schools (EMS), Prevention Service, and EAL advisors.

The school is also supported by an Educational Psychologist (EP), Speech and Language Therapist (SALT), Occupational Therapist and various advisors.

The EP and SALT are able to provide advice and guidance on issues related to curriculum provision and identification and assessment of pupils' individual needs.

### **Management of Inclusion within our school**

#### **Governors**

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs and for reporting to parents on the fulfilment of the school's Inclusion Policy. Our current SEN Governor is Mr Joseph Miller.

#### **Head teacher**

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners alongside the SENCO
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions and consultations with pupils and parents

#### **Special Educational Needs Co-ordinator**

The SENCO at Kirk Fenton CE Primary School is Miss Kate Hutchinson, who is a qualified teacher and is currently undertaking the National Award for SEN Co-ordination.

**The name and contact details of the SEN co-ordinator**

Miss Kate Hutchinson

[k.hutchinson@kf.starmat.uk](mailto:k.hutchinson@kf.starmat.uk)

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying a list of pupils with special educational needs – those in receipt of additional SEN support from the school's devolved budget and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with SEN
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- co-ordinate Annual Reviews for all pupils with Education Health and Care plans
- with parents, carry out referral procedures to local health care providers when it is known or suspected that a pupil will need additional support for a medical condition
- overseeing the smooth transition arrangements and transfer of information for Year 6 pupils identified as 'vulnerable' or with SEN
- liaising with other SENCOs to oversee the smooth transition of any pupil with SEN entering or leaving Kirk Fenton CE Primary School
- with subject leaders, evaluating regularly the impact and effectiveness of all additional interventions for children with SEN
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress
- attending area SENCO meetings and training as appropriate
- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEN (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners

**Class teacher**

The class teacher will liaise with the SENCO to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored
- which pupils require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and therefore, outcomes agreed to address a special educational need.

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The class teacher will secure good provision and good outcomes for all groups of vulnerable learners by:

- maintain an up-to-date knowledge of all vulnerable pupils within their class, those with SEN, EAL and medical conditions and also those underachieving in core subjects
- providing differentiated teaching and learning opportunities
- ensuring there is adequate opportunity for pupils with SEN to work on agreed outcomes which are “genuinely ‘additional to’ or ‘different from’ those normally provided as part of the differentiated curriculum offer and strategies” (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child’s education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child’s strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing outcomes for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in drawing-up and monitoring progress against these outcomes
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- For some pupils with special educational needs, monitor their success at achieving their agreed outcomes.

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### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide educational provision (*see Admission policy for school, as agreed with the Local Authority*).

### **Complaints**

If there are any complaints relating to the provision for children with SEN, these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*).

### **North Yorkshire County Council Local Offer**

For more information on support, education, transport, health, finance and social care for children with special educational needs and disabilities please visit the NYCC Local Offer.

<http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer>

<http://www.northyorks.gov.uk/article/26820/Young-peoples-local-offer>

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