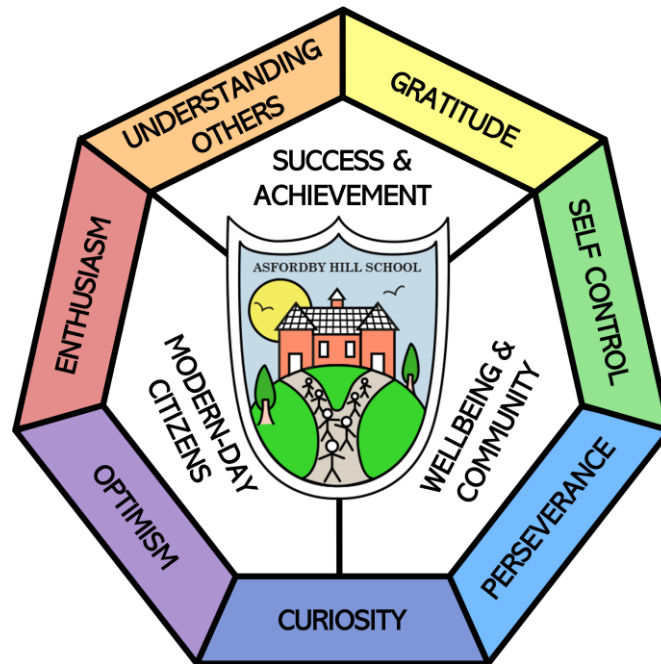


# The Asfordby Hill School



## SEND POLICY

This Policy Links With: Disability Equality Scheme Teaching and Learning Policy	
Recommended:	
Statutory:	Yes
Date Reviewed:	Autumn 2024
Date of Next Review:	Autumn 2025
Committee Responsible for Review:	FGB
Date FGB agreed:	1.10.24

## **Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

## **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

## **Aims and Objectives of this Policy**

The aims of this policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **How we give support in our school.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to additional support to close attainment gap interventions. These will probably be pupils 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.
- A detailed whole school provision map which outlines and monitors all additional intervention across the school will be kept outlining support given to and progress made by learners: this will be dynamic in its nature as children make progress.

### **Identification and Assessment**

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, phonics stages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for learners. This provision map is updated termly through formal and informal meeting between the teachers and SENDCO.
- 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.
- Involving an external agency where it is suspected that a special educational need is significant.

### **Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers adapt work as part of quality first teaching
- targeted individualised learning interventions
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources,

### **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 SENDCO, SEND Governor and/or senior leaders (including intervention programmes)
- learning walks (including intervention programmes)
- ongoing assessment of progress made by intervention groups
- writing moderation
- scrutiny of planning
- pupil progress tracking using assessment data (whole-school processes)
- pupil progress interviews with the SENDCO and SEND Governor
- informal feedback from all staff
- pupil interviews when setting new IEP targets and Support Plan targets or reviewing existing targets
- monitoring IEP targets, Support Plan targets, evaluating the impact of IEPs and Support Plans on pupils' progress
- attendance records
- regular meetings about pupils' progress between the SENDCO and the head teacher
- head teacher's report to governors

### **SEND Support**

- Pupils will be offered additional SEND 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 SEND Code of Practice 2014.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map which is part of the data spreadsheets for each class. The provision maps are written by the class teacher with the support of the SENDCO. These can be for the class or individual pupils.
- On occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan
- Where a pupil is in receipt of Intervention Funding or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required
- Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
  - Our IEPs are a digital planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working, flexible documents where the child's individual targets can be constantly refined and amended: these are on the Kinteract Platform which parents have access to.
  - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.

- Our IEPs will be child friendly and accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our IEPs will be based on informed assessment and may include the input of outside agencies
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited – at a termly review, there will be an agreed “where to next?”
- Our IEPs will have a minimum of three short / medium term SMART targets set for or by the pupil.
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
  - Discussion between teacher and SENDCO
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional (if necessary)
- Our IEPs are a working digital document and will therefore be constantly reviewed by class teachers in consultation with the SENDCO, child and parents online.

### **Education Health and Care Plans**

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.
  - preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at yearly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child’s social worker to ensure that there is effective communication at all times.
  - celebrating the child’s successes and acknowledge the progress they are making.

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

The governing body have delegated responsibility for the ongoing implementation of this Policy to the Special Educational Needs and Disability Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

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

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO 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 on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or 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 Special Educational Needs
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request Special Education Need Inclusion Funding (SENIF) and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- attending SENDCO training as appropriate.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.

### **Class teacher**

- liaising with the SENDCO to agree:

- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, targets to address a special educational need (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
    - providing quality first teaching and learning opportunities,
    - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
    - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

### **Outside agencies**

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.