



Newby and Scalby Primary School

(An Academy within Scalby Learning Trust)

School Policy

Special Educational Needs and Disabilities Policy

Approver: Full Governing Body
Review Cycle: Annual

Revision History			
Date	Version	Short Description of Changes	Approved by:
Jan 2011	V1.0	Policy approved	SLT
22/3/11	V1.01	Redefinition of responsibilities to reflect practice in school (review carried out by Inclusion Officer)	Headteacher
March 2013	V1.02	Removal of name of Deputy Headteacher	HT
October 2016	V1.03	Updated to take account of new Inclusion Team structure and 2014 CoP	HT
February 2019	V1.04	Updated by rewording the explanation of 'graduated response'	Full Governing Body
March 2021	V1.05	Review taken by NYCC legal. Minor amends made	HT

SEND Policy

Newby and Scalby School welcomes all children, whatever their needs and abilities. We value individuals, encouraging them to fulfil their potential by dealing with their personal and social needs, together with the development of their intellectual, physical and practical skills.

Aim

To provide access to the National Curriculum and all other areas of school life for children at our school at levels appropriate to their needs.

Objectives

- 1) To provide a flexible, effective structure of provision to meet children's special educational needs.
- 2) To provide a differentiated, broad and balanced curriculum to meet the individual needs of all children to challenge and enable them to achieve their potential.
- 3) To maintain a system of record keeping that will facilitate identification and monitoring of SEND at all levels.
- 4) To provide a *link person* to manage the day-to-day provision of services and be a known point of contact for parents/carers.
- 5) To involve parents as partners in the education of their children.
- 6) To liaise and maintain links with outside agencies and educational support services.
- 7) To provide staff development programmes concerned with SEND.
- 8) To liaise and maintain links with pre-school settings, secondary and special schools.

Day to day Operation of the school's SEND policy

Early identification, assessment and provision for any child who may have a special educational need is essential, as the earlier support can be given, the more responsive the child is and, as a result, the difficulty may be transient rather than long term.

The school uses the local authority's local offer to inform the school offer. This is published on the school website as part of the 'SEND information report'.

To assist teachers in the identification of children causing concern, the school has adopted the recommendations set out in the SEND 0-25 Code of Practice 2015.

SEND Support

- When adequate progress (underpinned by evidence) is not made, SEN support will put in place. This is known as a graduated response and involves the following process:
 - Assess need
 - Plan response (parents informed)
 - Do – implementation of intervention
 - Review – effectiveness and impact.
 - This process will be ongoing until no longer needed.

Individualised approaches will be implemented as necessary.

The class teacher remains responsible for the child's learning and, together with other staff, will plan and deliver an individualised programme (IEP).

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This involves work to be covered in class but will also include areas to be addressed by the support staff and sometimes parents.

The aim is to remove the barriers to learning and targets are established by the class teacher, the child and his/her parents/carers that will address the main area(s) of need.

Parents/Carers are invited to discuss their child's progress with the class teacher as often as they feel necessary.

Assessment is ongoing, the targets are reviewed regularly and revised plans are established as soon as necessary.

Children may be withdrawn individually, in small groups or receive support within the classroom according to need.

Outside specialists may be involved in advising the school on effective provision to enable the child to achieve.

Education, Health and Care needs Assessment

The needs of the majority of children with Special Educational Needs will be met within SEN support. Where a child's progress or behaviour demonstrates significant cause for concern an Education, Health and Care Assessment Request (EHCAR) may be made after which the Local Authority (LA) seeks evidence regarding the child's educational needs and progress and, if appropriate, makes a multi-disciplinary assessment of a child's needs.

This assessment is co-ordinated by the LA and parents/carers and the school are then informed of the findings.

All parties will be advised as to whether the child remains at SEND support or will have an Education, Health and Care Plan (EHCP).

Monitoring and regular reviews of provision are put into place.

- With parental permission outside agencies are contacted for advice and assessment. Together with the school, they consider and implement different strategies to address the child's special educational needs.
- The class teacher, in consultation with involved parties, sets targets for an IEP based on advice received.
- The delivery of the IEP remains the responsibility of the class-teacher but the school support staff will be heavily involved in the day-to-day work.
- Specialist staff may be involved in delivering a home/school programme of work.
- The child will be monitored and assessed regularly by all agencies involved.

Record Keeping

Children with Special Educational Needs have records of individual education plans, provision and assessment kept by the Inclusion Manager and class teacher as well as being shared with parents/carers. This information is, with the agreement of the parents, made available to the LA if a statutory assessment is made.

Access to the National Curriculum

All children will access all areas of the National Curriculum and all school activities at the appropriate level, and where it is safe to do so. Adaptations will be made to enable all children, where possible, to participate fully in the life of the school.

Complaints Procedures

Parents/Carers are consulted at every stage of referral and are regularly invited into school to discuss their child's progress with class teachers and the staff involved.

Parents are also encouraged to initiate visits themselves if they have any concerns.

Any complaints regarding a child's SEND would hopefully come to light at this stage and be addressed. Every effort will be made to resolve the situation satisfactorily within school.

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If matters cannot be resolved the following procedure should be adopted: -

- 1) Parents should make an appointment to discuss the problem with the Head Teacher.
- 2) If a concern has not been answered satisfactorily a formal complaint in writing can be made to the chair of governors at school.
- 3) If the problem is not resolved, the parents have the right to discuss the matter with a representative of the Local Authority.

Able, Gifted and Talented Children

Able, Gifted and Talented children are not classified within the SEND Code of Practice as having Special Educational Needs. As a school, we recognise the need for adaptations to be made to ensure that all children reach their potential. The school's policy for able, gifted and talented provision is available via the policies section of the [school website](#).

SEND Provision

The Governing Body

The responsibility for arrangements to identify, assess and meet the SEND of the pupils lies with the governing body.

The Governing Body will monitor the progress and attainment of pupils from all vulnerable groups as part of its remit.

The designated governor for SEND and Inclusion is Emma Wallis-Scholey, who can be contacted via the office.

Staffing

The Headteacher: Mr C Kirkham-Knowles

The Assistant Headteacher and Special Educational Needs and Disabilities Co-ordinator: Mr P Davidson

The Head Teacher is the named responsible person having the overall responsibility for the day-to-day management of provision for children with special educational needs.

The SENDCO is responsible for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with special educational needs

The Inclusion Manager: Mrs Helen Wardman and **Inclusion Officer:** Mrs Allison Heaton.

The Inclusion Manager is responsible for ensuring that all pupils are fully included in school life:

- Advising class teachers and providing CPD where necessary
- Managing SEND personnel and the Inclusion Team
- Monitoring records of pupils with special educational needs, assisting class teachers in writing individual and group educational plans
- Liaising with parents of children with special educational needs
- Ensuring available resources are used to maximum effect

Liaising with external agencies, including the LA through the Inclusive Education Service, Health and Social services and voluntary bodies.

Staff Training

The SENDCO and all other staff have opportunities to undertake training in SEND. CPD will be co-ordinated by the Deputy Headteacher.

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Admission Arrangements

All children, whatever their needs and abilities, are admitted to Newby and Scalby School following the application of North Yorkshire County Council's admission policy provided that there is a place in that particular age group and any specialist requirements can be met.

The School will adhere to the Data Protection Principles and other legislative requirements set out in the Data Protection Act 2018, General Data Protection Regulation, and related information governance legislation.