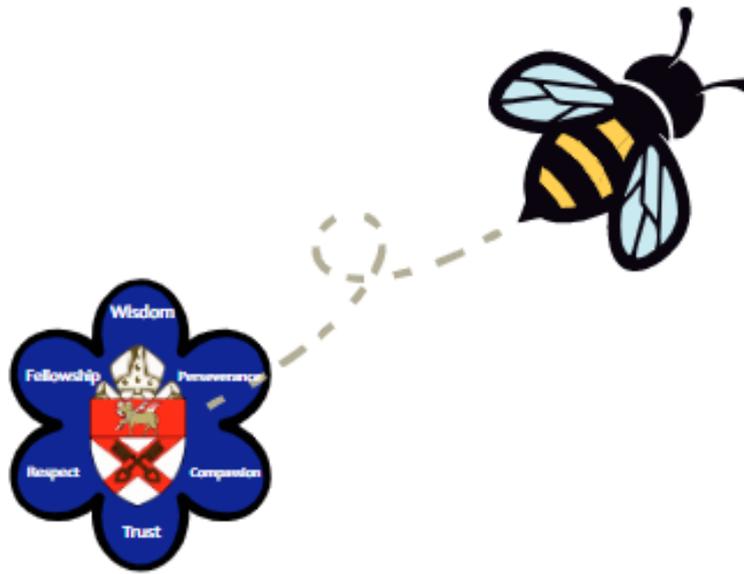


BURNESTON PRIMARY SCHOOL



SEND & INCLUSION POLICY

Policy completed: **September 2017**

Reviewed **20.9.18**

Reviewed **8.5.19**

Reviewed **11.5.2020**

Policy Review Date: **May 2021**

Person with overall responsibility for Inclusion: **Lisa Oakeley SENCO**

Governor responsible: **Liz Wilson**

A copy of this policy is available for all parents on request at the school office. Please do not hesitate to contact our SENCO or SEN governor should you require any further information.

If you need this document in large print, audio, Braille, alternative format or in a different language, please contact us and we will do our best to help.

At Burneston we aim to provide a caring and supportive environment, where every child feels valued and is an active member of our school community. Our teachers and leaders work together to ensure all our learners can access and engage with our school curriculum to achieve the best possible outcomes they can.

Through the Christian ethos which underpins our school, spiritual awareness and a strong sense of moral code is nurtured. Respect for and understanding of other religions in our multi-cultural and diverse world encourages tolerance and empathy to all.

Our Rationale

At Burneston we understand that SEND is not always a fixed or permanent characteristic. We recognize that at a specific time any child can have additional learning needs and may require tailored or additional support to fully participate in everything the school has to offer. Children do not develop in a linear way and the complexity of their SEND needs may alter with their age, thus some children may develop SEND as they mature while others who had SEND at the beginning of their lives may no longer have these needs later in life.

Our Philosophy

- Every child is equally valued and the school has high aspirations for all
- Ensuring the best possible outcomes for every child is a whole school responsibility
- All pupils are entitled to a broad and balanced curriculum with which they can access and engage
- Teaching and learning is adapted to suit the needs of all our learners and recognises different routes to achievement
- All children have access to high quality teaching, our teachers have a good knowledge of pedagogy and use a range of strategies flexibly in response to the needs of all children.
- Early and accurate identification of any barriers to learning is essential and there is a flexible continuum of provision for pupils with SEND
- SEND and high needs funding is used efficiently to ensure good progress of pupils with additional needs
- Professional training opportunities ensure the school team have the knowledge and skills they need to support all our children
- Pupils are encouraged to give their views on what learning is like for them and how we can best support them
- The Governing Body strives to ensure that the school is fully inclusive and that provision for pupils with SEND is at least as good as the Code of Practice recommends.
- Governors have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Responsibility for the coordination of SEND provision

The Headteacher has overall responsibility for the provision and progress of learners with SEND.

The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is the SENCO.

The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEN Code of Practice 2014.

The school's SENCO is Mrs Lisa Oakeley loakeley@burneston.n-yorks.sch.uk

The named Governor for SEN is Mrs Liz Wilson

Objectives of the policy

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy will set out the philosophy, objectives and procedures that our school follows to ensure that we meet the needs of pupils identified in the SEND Code of Practice 2014. It will ensure that our pupils with SEND are not discriminated against:

"All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training" (6.1 final draft CoP)

This policy works in line with:

- Equality Scheme
- SEN information report
- NYCC local offer

SEND Local Offer (NYCC) and SEN Information Report

The school is supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. North Yorkshire Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This includes information about services across health and social care as well as private, voluntary and community sectors. This can be found at:

<http://www.northyorks.gov.uk/article/26714/Special-educational-needs---local-offer>

The school's SEN Information Report explains how this policy is implemented. It can be found on our school website.

Definition of Special Educational Needs – Code of Practice 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 at (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.

Aims and Objectives

Aims

- We aim to provide every child with a broad and balanced curriculum which encourages them to achieve their full potential, whilst fostering their independence.
- To secure special educational provision which is additional to and different from that provided within the differentiated curriculum to respond to the four areas of special educational need:
 - Communication & Interaction
 - Cognition & Learning
 - Social, Emotional and Mental Health
 - Sensory and / or physical

Objectives

- To identify and support the needs of pupils with SEN as early as possible.
- To plan and deliver appropriate provision which overcomes barriers to learning.
- To work in partnership with parents / carers to gain a better understanding of their child and to involve them in all aspects of their child's education.
- To value the role that pupils have in assessing their own needs and planning their next steps.
- To work closely with outside agencies when a pupil's needs cannot be met by the school alone.

Implementation

Graduated Approach to the identification of and provision for pupils' needs

Provision for SEND is a whole school matter. All teachers are teachers of children with SEND.

Quality First Teaching

- If concerns about a child's progress or engagement with their learning arise, they are monitored closely by their class teacher in order to identify any barriers to learning and determine what their needs are.
- Parents / carers will be informed fully of the circumstances under which their child is being monitored. They are encouraged to share information and knowledge with the school.
- The child's class teacher will take steps to provide more carefully differentiated learning opportunities to remove any barriers to learning and facilitate more rapid progress.
- The SENCO may be consulted for support and advice and may observe the pupil in class.
- The child is recorded by the school as being a vulnerable learner who is under observation due to concern by parent / carer or teacher and careful records are kept of any support they receive and the

impact this has. This does not place the child on the school's SEND register.

SEN Support (formerly categorised as School Action & School Action Plus)

Where it is determined that a pupil does have SEND, parents / carers will be advised of this and their consent sought to add the pupil to the school's register of SEND. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place which removes barriers to learning and accelerates the pupil's progress.

Support is provided through a four – part process:

- Assess
- Plan
- Do
- Review

This on-going cycle helps identify which strategies are the most effective in supporting the pupil to achieve good progress and outcomes. *See Appendix 1.*

Referral for an Education, Health and Care Plan

If a child has lifelong or complex difficulties which mean they require a significantly higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessment, planning and provision is required. The SENCO will work with you and your child to complete a **Can –Do assessment** which will help to identify areas of strength and difficulty and it will assist us in determining whether an Education, Health and Care Plan is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from all those professionals who have been working with your child and may include:

- Parents / carers
- Teachers
- SENCO
- Social Care
- Health professionals
- External agencies such as Enhanced Mainstream schools

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or 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.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan (EHCP) will be provided by North Yorkshire County Council, if it is decided that the child's needs are not being met by the level of support that is ordinarily available within the school. The school and the child's parents / carers will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. 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, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

1. Recording of Provision

The provision which the school makes for a pupil is recorded in the following documents:

- Individual Provision Map
- Case History /Inclusion Passport (where other agencies are involved and multi-agency reviews are held)
- Minutes of review meetings (where the SENCO is regularly jointly involved in reviewing progress with the class teacher and parent / carer)

2. Risk Assessments

Risk assessments will be undertaken and recorded, where necessary, in order to ensure that pupils' access needs are met and that the safety and well-being of all are given due consideration where necessary.

3. Monitoring and Evaluating the Success of SEN Provision

Pupil progress is monitored on a termly basis. Progress is identified as that which:

- better the child's previous rate of progress.
- closes the attainment gap between a child and their peers.
- prevents the attainment gap from widening.
- demonstrates an improvement in self-help, or personal skills.
- demonstrates an improvement in the child's social, emotional and mental

wellbeing.

Individual target and provision maps are reviewed and evaluated termly. See

Appendix 2 Policy into Practice

Pupils' attainment is recorded as follows:

- EYFS: using the developmental statements of the EYFS Development Matters Curriculum
- Year 1-6: Where appropriate, the Lancashire Performance Indicators for Valued Assessment and Targeted Learning (PIVATS). This provides a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment, for those children working within the P scales up to the revised national curriculum Y4 age related expectations.
- Year 1 – 6: Where appropriate, the age related expectations outlined in Essex Target Tracker
- Where pupils are not yet working within National Curriculum levels pre – key stage standards are used and where pupils are working below this P scales are used to track progress from the Summer term of Y1.
- Where appropriate, PIVAT levels are also used to record and track the progress of pupils' personal social and emotional development.

Attainment is tracked using the school's Essex Target Tracker assessment monitoring tool.

4. Allocation of Resources for pupils with SEND

- The school budget, received from NYCC Local Authority, includes funds for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

- The Head Teacher and the SENCO discuss all the information they have about the needs of pupils with SEND in the school, including:
 - children receiving extra support already
 - children requiring extra support
 - children who have been identified as not making as much progress as would be expected
- Decide what resources, training and support are needed.
- All resources, training and support are reviewed termly and changes made as required.

5. Facilities for Pupils with SEND

The school complies with accessibility requirements as detailed in its Access Plan. See SEN Information Report for further details.

6. Specialist Support Services

The school maintains effective working relationships with a variety of external support services in order to ensure it provides the best possible support for its pupils with SEN. Consent is always sought from parents / carers before referring to another professional.

7. Concerns and Complaints

If a parent / carer has any concern or complaint regarding their child, they should make an appointment to speak to the class teacher, SENCO or Head teacher as soon as possible.

Full details of our complaints procedure can be found on the school's website or by asking for a written copy of the procedure.

Appendix 1 The Four Part Support Process

Assess

The class teacher analyses the pupil's needs based on their assessments, taking into account previous progress and attainment and the pupil's and parent's views. Where relevant, advice from external support services will also be sought and considered.

Plan

Planning will involve consultation between the teacher, support staff, parents / carers and pupils (where appropriate) and SENCO, where necessary, to agree the adjustments and support that are required, which are additional to and different from the differentiated curriculum, the impact on progress, development and / or behaviour that is expected and a clear date for review. Parental involvement at home may be sought, where appropriate, to reinforce or contribute to progress. This plan will be recorded in a Provision Map.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to-one teaching away from them as class teacher. They plan and assess the impact of support and interventions together with anyone else who regularly works with or supports the child, e.g. teaching assistants. Support with further assessment of the pupil's needs will be provided by the SENCO, or external support services, where necessary.

Review

Reviews will be undertaken each term and will evaluate the impact of the support and interventions. The class teacher, in consultation with the pupil, parents / carers and SENCO, if necessary, will revise the support plan. Where it is felt that a pupil no longer requires SEN Support, it will be recommended to parents / carers that the pupil is removed from the register of SEN. In such circumstances, careful monitoring of the child's progress will continue for a term, and a further joint progress review with parents / carers will be offered.

Appendix 2

Burneston Primary School SEN Policy into Practice Document

Observation	Action	Who
Concern about an area of child's early development, engagement with their learning or progress.	Discuss with Senco/Literacy Maths leaders to agree strategies and support. Record on Vulnerable Learner register and monitor.	Class Teacher Senco Subject leaders
SEN Support felt to be needed. Child added to the SEN register	Discuss with SENCO and parent / carer and seek consent. Initiate Individual Provision Map. Add pupil to SEN Support Register.	Class Teacher SENCO Parent/carer Pupil voice
Individual Provision Map (IPM) to be completed and reviewed termly.	Seek pupil voice. Share with parent and seek their views. Begin the 4 part support process and review after a term. Signed copy of IPMs to be given to parent and Senco and saved on school server. Reviewed IPMS given to SENCO for filing	Class Teacher SENCO Parent/carer Pupil voice
Concern about a lack of progress in spite of targeted SEN Support.	Discuss with SENCO. Adjust provision or consider request for support from another agency. Seek parental consent for SPA (Single Point of access). Complete referral.	Class Teacher SENCO Parent/carer Pupil voice
Concern that the school's interventions are insufficient to meet the pupil's needs.	Consider making a Request for an EHC Plan (EHCP)	SENCO, together with parents and all agencies involved.
Pupil's disability requires individual consideration to ensure safe access to any environment accessed whilst attending school.	Undertake and record a risk assessment and create a management strategy.	Class Teacher, SENCO, in collaboration with parents
Pupil is deemed not to require any further SEN Support.	Discuss with SENCO, parent and child. Child removed from SEND register. Continue to monitor progress for half a term.	Class Teacher, SENCO, in collaboration with parents