



SEND Policy

| DETAILS OF POLICY | |
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| Original Policy Created by: | NYCC – June 2014 |
| Date of adoption: | June 2014 |
| By whom: | School Improvement Committee |
| Parties communicated to: (e.g. Parents, Staff etc.) | All stakeholders |
| Methods of Communication: | Website, School Intranet |
| Review Date: | July 2017 |
| Reason for Review: (e.g. review date, change of legislation, incident occurrence leading to necessary changes etc.) | Review date |
| Persons responsible for audit review of policy: | School Improvement Committee |

Forest Moor School

Policy for Special Educational Needs and Disabilities (SEND)

This policy is in line with the Code of Practice January 2015

Abbreviations used:

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| ASCOS | Autism Outreach Support Service |
| CoP | Code of Practice |
| C&L | Cognition and Learning |
| C&I | Communication and Interaction |
| EP | Educational Psychologist |
| EMS | Enhanced Mainstream School |
| SATA | Senior Advanced Teaching Assistant |
| SEMH | Social, Emotional and Mental Health |
| SEND | Special Educational Needs and/or Disabilities |
| SENCo | Special Educational Needs Coordinator |
| SPM | Sensory, Physical and Medical |

Aims

At Forest Moor School we aim for our pupils to:-

1. Be happy
2. Have their views considered and valued according to age maturity and capability
3. Have access to a broad, balanced and relevant curriculum
4. Achieve their very best
5. Make good progress
6. Be included in all aspects of the school day

We aim for our teachers to:-

7. Be well equipped to identify and meet needs
8. Identify pupils' needs early
9. Plan effective interventions
10. Regularly evaluate and revise interventions

Professionals who work with the fifth of children and young people who have a special educational need should strive to enable them to achieve at school and college, and

make a successful transition to adulthood, including finding paid work, living independently and participating in their community. (Vision statement, Code of Practice January 2015)

Objectives of the policy

Objectives

1. Be happy
 - Provide a secure and caring environment
 - Use positive and supportive language
 - Use praise to celebrate achievement
 - Set suitable learning challenges
 - Provide opportunities to parents/carers and pupils to celebrate achievement together
2. To consider the views of the pupil, taking into consideration age, maturity and capability
 - Provide opportunity for the pupils to:
 - ❖ express their feelings
 - ❖ participate in discussions
 - ❖ indicate their choices
 - ❖ review their own progress
3. Have access to a broad and balanced curriculum
 - Plan differentially and set targets for individuals and groups within a provision mapping model
 - Provide support in an effective manner
 - Involve parents/carers by providing formal and informal information
4. Achieve their very best
 - Staff are responsible for working with the pupil on a daily basis and are involved in the planning and implementation of suitable interventions
 - Use effective assessment and monitoring (formative and summative assessment, Foundation Profile, Teacher Assessment, observational assessment, parental views)
 - Provide high quality learning opportunities and materials
 - Use positive and supportive Thrive language with pupils
 - Intervene early to promote progress
 - Make effective use of outside agencies
 - Liaise effectively with parents and carers

5. Make good progress
 - Use effective assessment, monitoring and review procedures
 - Relate action to individual needs
6. Be included in all aspects of the school day
 - School should be warm, welcoming and open to all pupils, parents/carers in order to make school a positive experience
 - Ensure that all pupils are able to join in the activities of the school, taking into consideration individual needs and efficient use of resources
 - For most pupils extra help will be provided within the classroom. Where it involves spending some time outside the classroom, it will nonetheless be in the context of the inclusive curriculum
 - Provide an appropriate physical environment that responds to the sensory need of individual pupils
 - Provide a positive and supportive school ethos
7. All staff to be well equipped to identify and meet needs
 - Staff will have access to relevant professional development (LA courses, in-school training, available information)
8. Pupils' needs to be identified early
 - Make use of existing information from parents/carers and relevant agencies to provide a starting point for the development of an appropriate curriculum for the pupil
 - Use the school assessment procedures
9. Planned interventions to be effective under a model of provision mapping
 - Interventions may include:-
 - those to meet the pupil's cognitive and learning needs
 - those to meet the pupil's social, emotional and mental health needs
 - teaching methods, taking into consideration the learning styles and individual needs of the pupil
10. Interventions to be evaluated and revised regularly
 - Planned formal meetings between SENCo and staff, taking into account information from others involved with the pupil, including parents/carers
 - SENCo available for ongoing informal discussions with staff and parents/carers

Philosophy

The school community believes that

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A pupil is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than pupils of the same age.

A learning difficulty means that the pupils either:

- a) has significantly greater difficulty in learning than the majority of pupils of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

At Forest Moor School SEMH needs are the main barriers to learning and the primary reason that our pupils require special educational provision. The school therefore makes every effort to respond to and meet the SEMH needs of our pupils as well as any

other cognition and learning, communication and interaction and sensory, physical and medical needs.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision and arrangements for coordinating Inclusion and SEN provision is as follows:

The SENCo is responsible for co-ordinating the day-to-day provision of education for pupils on the SEN register

The Role of the SENCo, Sarah Parker-Walton, will include:

- overseeing the day-to-day operation of the school's SEND policy
- working with the Deputy Head responsible for teaching & learning to identify pupils who need additional and different support
- Co-ordinating provision for children with SEND
- liaising with and advising fellow staff
- providing advice and support for SATAs
- reviewing job descriptions and setting performance management targets for SATAs
- overseeing records of all pupils with SEND
- liaising with parents/carers of pupils with SEND
- contributing to staff continued professional development
- liaising with external agencies, including LA support and educational psychology services, health and social services and voluntary bodies
- attending SEND meetings and training sessions and disseminating to colleagues knowledge and research pertaining to SEND
- arranging Annual Review meetings for children with Education, Health and Care Plans.

The Role of the Head Teacher – Marc Peart

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head Teacher will keep the Governing Body fully informed and will also work closely with the SENCo.

The Role of the Governing Body and the SEND Governor – John O’Garra

The Governing Body will, in co-operation with the Head Teacher, determine the school’s general policy and approach to provision for all pupils, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school’s work.

The SEND Governor will liaise with the SENCo and feed the updated information into the Governors’ meetings.

The Role of Staff

It is the responsibility of all staff to:

- recognise that each pupil at our school is special
- recognise that each pupil will have their own individual strengths
- recognise and nurture the talents of each pupil

The Role of the Class or Subject Teacher

Teaching pupils with SEND is a whole-school responsibility.

“All teachers are teachers of children with special educational needs”

Each teacher is responsible for his/her class/lessons and will identify learning objectives for all the pupils in the class and will provide a differentiated curriculum which will help the pupils to achieve those objectives. The class/subject teacher will ensure that all pupils are fully included in all class activities and the full life of the school.

The Role of the Senior Advanced Teaching Assistants

- SATAs will support teachers in enabling pupils with SEND to have access to an appropriate curriculum
- SATAs have an important part to play in promoting the inclusion and independence of all pupils
- SATAs enable the Class/Subject Teacher to spend high quality time with all pupils
- SATAs access daily liaison time with the Class/Subject Teacher for planning, preparation and discussion regarding effective deployment
- SATAs will develop specialisms and lead and deliver specific aspects of provision and interventions

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all and provision of specific strategies which meet any additional needs of individual pupils within the classroom environment.

- Regular communication takes place between class/subject teachers, SATAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about the additional needs of pupils
- The SENCo models and offers advice on differentiation to all staff, this includes a focus on the importance of the learning environment and use of specialist resources to meet the range of SEN
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets
- Whole school and individual provision maps are accessible so that staff, pupils and parents know what reasonable adjustments are available; these are updated on an on-going basis
- All pupils have group and individual Thrive assessments and resulting action plans related to 1 area of the triune brain
- All pupils have a 'My Plan' that identifies detailed information about emotional responses and how staff can support pupils and how pupils should aim to better self-regulate; these are linked to their individual Thrive action plans
- All staff receive training throughout the year that is related to aspects of SEND, enabling them to better meet the range of SEN
- Provision for pupils with SEND is reflected throughout school self-evaluation and development planning
- The complaints procedure is transparent and easily available to parents/carers
- Good access arrangements are made so that all pupils can demonstrate their full potential in assessments and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated

- Additional help will be sought appropriately from Education Psychologists, Enhanced Mainstream Schools, Specialist Support Services including Specialist Careers Advisors, etc.
- Some pupils have additional risk assessments or healthcare plans that outline additional need and response
- Person-centred reviews are held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways
- All staff are skilled in encouraging and supporting pupils, regardless of communication needs, to make their views known in appropriate ways
- Preparation for adulthood and transition arrangements are personalised to support additional need
- The SENCo is undertaking the appropriate NASENCo accreditation for appropriate qualifications and has the knowledge and skills required to meet statutory duties
- Designated finances are used appropriately to meet needs without reducing independence
- Parents are given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the Code of Practice January 2015

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils includes;

- Monitoring and evaluating of interventions, including their value for money
- Focused analysis of data examining the progress of different vulnerable groups/individuals
- Learning walks and pupil interviews to evaluate the effectiveness all aspects of provision
- Any annual financial returns required by the local authority

- Completion of statutory functions by the SENCo related to referral for education health care plan processes
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Analysis of a wide range of data including; attendance and exclusions, incidents, use of restrictive physical intervention, Thrive, Growing up in North Yorkshire Survey and destination data
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing a SEND governor who is a champion for pupils with SEND
- Monitoring progress and outcomes data
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents/carers and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND