



**Grove Road CP School**

**Policy for Special Educational Needs and Disabilities (SEND)**

**Agreed by governors 6/10/14**

**Updated April 2016**

**This policy is in line with the final draft Code of Practice which will be ratified by parliament for use from September 2014**

**Abbreviations**

<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>SEMH</b>	<b>Social, Emotional, Mental Health</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCO</b>	<b>Special Educational Needs Coordinator</b>
<b>TA</b>	<b>Teaching Assistant</b>

## School's Aims and Values Statement

We are committed to developing a learning environment for all which is:

- Safe
- Healthy
- Enjoyable and successful with high achievement
- Driven to encourage a positive contribution to society in all aspects

Our aims and values underpin all that we do in school and are represented by our **RESPECT** Code:

- **Relationships**

We aim to create a happy and welcoming environment where there are excellent relationships and there is a high level of responsibility and regard for the safety and well-being of others

- **Equality**

We ensure that all children have equal access and opportunity to be included in every aspect of school life, from their learning to their social development

- **Standards**

We promote and value high standards and high levels of attainment through a curriculum which values individual achievement and progress

- **Positive**

We place great importance on the development of self-esteem, ambition and pride within a positive and supportive environment

- **Enthusiasm**

We provide a wide range of experiences for all children encouraging enthusiasm for learning

- **Choices**

The choices we make are so important in life. We strive to ensure that pupils have the information and skills to enable them to make positive, informed and healthy lifestyle choices

- **Together**

A sense of community is at the heart of our school. We encourage close, cooperative links between school, parents and the wider community.

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

## **Objectives of the policy**

Grove Road CP School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that children of all ability levels are equipped to meet the challenges of education, work and life.

Grove Road CP School will:

- Establish systems for the early identification of children who have Special Educational or Additional Needs
- Work within the guidance provided by the SEND Code of Practice 2014
- Provide support and advice for all staff working with children with SEND

## **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 child 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 children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children 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

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

### **Procedures**

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

The SEN Governor and Governing Body have an important statutory duty in ensuring that children with SEND have appropriate provision in school to meet their individual needs.

The SENCO co-ordinates the day-to day provision for children with SEND. These responsibilities include:

- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for all children with SEND
- Liaising with and providing support for all staff
- Overseeing records of all children with SEND
- Liaising with parents
- Contributing to the professional development and training for all staff
- Liaising with local secondary schools so that support is provided for Y6 children as they prepare to transfer
- Liaising with external agencies including the LEA support, Educational Psychology, Health and Social Services and Voluntary Bodies
- Monitor the progress of children on SEND Register
- Oversee the Inclusion and Dyslexia Quality Marks ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date

### **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

- Regular communication takes place between class teachers, TAs, SENCO, parents and children to ensure good progress
- All staff have appropriate access to up to date information about children with additional needs
- Children are supported alongside their peers whenever possible

- All children are encouraged to join in extra-curricular activities
- All children have individualised targets
- Provision maps are shared so that staff, children and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for children with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school SEND Information Report . 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 EPs, EMS, Prevention Service, Inclusive Education Service (Autism) etc.
- Some children will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and child will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support children, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENCO will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be 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 CoP 2014

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part

of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Detailed analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCO related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the Headteacher, SENCO, LA adviser, SEN governor
- Detailed discussions with families and children
- Progress through a variety of transitions
- Attendance and exclusions analysis
- 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 an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

**Specialist SEND provision**

Grove Road CP School is an Enhanced Mainstream School providing an outreach service which gives support and advice for Harrogate Town cluster schools to help them to meet the needs of children with SEMH and those unable to attend school on account of medical needs.

Approved by governors.....

Review date.....