

Scarborough Pupil Referral Service

Policy for Special Educational Needs and Disabilities (SEND)

This policy is in line with the “Special Educational Needs and Disability Code of Practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities” from the Department of Education and the Department of Health: January 2015

Aims

At the Scarborough Pupil Referral Service (SPRS) we aim for our children 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:-

1. Be well equipped to identify and meet needs
2. Identify children’s needs early
3. Plan effective interventions
4. Regularly evaluate and revise interventions

A statement from Parliamentary Under-Secretary of State for Health and the Parliamentary Under-Secretary of State for Children and families: **“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives”**

(“Special Educational Needs and Disability Code of Practice: 0 to 25 years” January 2015: p11)

Objectives

1. To ensure that SPRS staff
 - 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 children to celebrate achievement together
2. To consider the views of the child, taking into consideration age, maturity and capability.
 - provide opportunities for the child to:
 - express their feelings
 - participate in discussions
 - indicate their choices
 - review their own progress

3. To provide a broad and balanced curriculum which
 - plans for differentiation and sets targets for individuals and groups within a provision mapping model.
 - provides support in an effective manner
 - involves parents/carers by providing formal and informal information
4. To enable pupils to achieve their very best by
 - the class teacher remaining responsible for working with the child on a daily basis and is involved in the planning and implementation of suitable interventions
 - using effective assessment and monitoring (formative and summative assessment, Foundation Profile, Teacher Assessment, observational assessment, parental views).
 - using positive and supportive language with pupils
 - intervening early to promote progress
 - making effective use of outside agencies
 - liaising effectively with parents and carers
5. To assist pupils to make at least good progress by
 - use of effective assessment, monitoring and review procedures
 - tailoring lessons to individual needs
6. To make sure pupils are included in all aspects of the school day staff will
 - try to ensure school is 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
 - provide extra help for most pupils within the classroom managed by the class teacher. 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
 - provide a positive and supportive school ethos
7. To make sure all staff are well equipped to identify and meet needs
 - teachers and support staff will have access to relevant professional development (LA courses, INSET, available information)
8. To enable staff to identify pupil needs early, they will
 - 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 child
 - use the school assessment procedures
9. To provide effective planned interventions under a model of provision mapping

Interventions may include:-

 - grouping for teaching purposes
 - additional human resources
 - teaching methods, taking into consideration the learning styles and individual needs of the child
10. To ensure interventions are evaluated and revised regularly through

- planned formal meetings between SENCo, class teachers and support staff, taking into account information from others involved with the child, including parents/carers.
- the SENCo being 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 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 prevents or hinders him or her from making use of the facilities of a kind generally provided for children of the same age in a mainstream school or in mainstream post 16 institutions

“Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post-16 institutions or by relevant early years providers.”

(“Special Educational Needs and Disability Code of Practice: 0 to 25 years” January 2015: p16)

Educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Procedures

The Head Teacher 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 with Special Educational Needs. The SPRS SENCo is Mrs Julia Waines

The Role of the SENCo Mrs Julia Waines:

- overseeing the day-to-day operation of the school's SEND policy
- working with subject leaders and the senior leadership team to identify children who need additional and different support
- In liaison with the subject leaders, co-ordinating provision for children with SEND
- liaising with and advising fellow teachers
- providing advice and support for Teaching Assistants
- overseeing records of all children with SEND
- liaising with parents/carers of children with SEND
- contributing to staff INSET
- 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.
- completing CAN-Do assessments for pupils with SEND
- completing EHCARs for pupils with SEND, as deemed appropriate by the SLT of the Scarborough PRS.
- meeting with the member of the Management Committee with responsibility for SEND
- preparing reports for the Management Committee on SEND

The Role of the Head Teacher: Ms Elaine Mallen

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

The Role of the Management Committee and the SEND Governor

The Management Committee will, in co-operation with the Head of Centre, 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 member of the Management Committee, Mrs Lynne Paxton, will liaise with the SENCo and feed the updated information into the Management Committee meetings.

The Role of the Class Teacher

'Every teacher is a teacher of special needs.' The statement of Inclusion (DES 1999) made it clear that every teacher has a statutory duty to ensure that the needs of all pupils are met in the classes that they teach.

It is the responsibility of all staff to:

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

Teaching children with SEND is a whole-school responsibility.

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

The Role of the Teaching Assistants (TAs)

- Teaching Assistants will support teachers in enabling children with SEND to have access to an appropriate curriculum.
- Teaching Assistants have an important part to play in promoting the inclusion and independence of all children.
- Teaching Assistants enable the class teacher to spend high quality time with vulnerable children and those with SEND.
- Teaching Assistants access daily liaison time with the class teacher for planning, preparation and discussion regarding effective deployment.

Whole school approaches:

- Regular communication takes place between class teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets
- The training budget for staff is transparent
- Provision for pupils 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 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 Educational Psychologists and/or other professionals working with pupils eg CAMHS
- All pupils will have individualised placement plans, risk assessments or health care plans.
- Person-centred SEN reviews will be held at least annually with families, considering acceptable meeting times. The parents and pupils will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will undergo training to help to encourage and support pupils, 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 in meeting 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

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
- focused 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
- completion of statutory functions by the SENCo related to referral for EHCPs, termly meetings and annual reviews.
- work scrutiny with selected pupil groups
- focused monitoring by the SENCo, LA adviser, SEN member of Management Committee
- detailed discussions with families and pupils
- progress through a variety of transitions
- attendance and exclusions analysis
- feedback from support agencies and Ofsted
- Local authority (LA) analysis of information and data about the school following LA reviews

Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo or the Head of Centre who will be able to offer advice on formal procedures for complaint if necessary. Further information with regards to making a complaint by parents can be found by visiting: <http://scarboroughpru.n-yorks.sch.uk/data/documents/policy-complaints-procedure-parents.pdf>

The Management Committee evaluates the work of the school by:

- appointing an SEN member of the Management Committee 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
- ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

SEN information report

“The governing bodies of maintained schools and maintained nursery schools and the proprietors of Academy schools **must** publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.”

Local offer

SPRS is part of the North Yorkshire Local Authority. This LA provides information about available SEND support via the website:

<https://www.northyorks.gov.uk/send-local-offer>