

SPECIAL EDUCATIONAL NEEDS

Rationale:

Longman's Hill School adheres fully to the Inclusion agenda for access to the National Curriculum and all areas of school life for all pupils. We aim to identify and remove barriers for any children who may be at risk of underachievement. The identification of vulnerable pupils and the support given by the school is a key element of the school's ethos. Partnership with parents of these children is vital to achieve success.

Abbreviations used in this policy:

SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
IP	Individual Passport (specific targets)
SMART	Small, Measurable, Achievable, Realistic, Timed
NYCC	North Yorkshire County Council
LA	Local Authority

Values:

Ambition– We are ambitious as a school. We want the very best for our pupils; your children. We have high expectations of their behaviour and their learning. Like you, we want them to do their best and be their best. That is our ambition.

Courage– We support children to have the courage to challenge themselves, try new things, get involved with things and not be afraid to fail.

Respect– We are a welcoming community school where members are respectful and tolerant towards each other.

Creativity– We inspire children to be curious, enthusiastic learners by ensuring learning is fun and creative

Objectives: Implementation of the school's Values.**The school will:**

- Encourage all staff and children to use positive and supportive language to praise and celebrate children's achievements.
- Set appropriate learning challenges to enable parents to be fully involved in their child's progress.
- Ensure all planning, delivery and questioning at Wave 1 (whole class teaching) is of good quality, following a Mastery Approach across all subjects, to ensure high expectations to allow every child to access, succeed and be involved in all lessons.
- Ensure that SEN children as far as possible are accessing age related objectives within the National Curriculum with appropriate support, including ICT.
- Where necessary, ensure children on the SEN Register have access to appropriate small group intervention programmes and/or individual support and interventions (Wave 3 provision). Also encourage support from their peers.
- Produce a **Whole School Intervention Timetable** to show all intervention programmes in support of children with SEN. This will be updated termly.
- Provide Teaching Assistants to support SEN children within whole class groups, small groups and on an individual basis for an appropriate proportion of their working support timetable. To be negotiated with the class teacher; overseen by the SENCO.
- Ensure there is equal opportunity for SEN children to explore, express themselves and succeed in all planned activities.
- Identify as early as possible children who are for whatever reason struggling to maintain progress in line with their peers. This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- Inform the SENCO and discuss possible initial strategies to overcome the situation. Monitor progress and report back following a mutually agreed timescale. The SENCO will place the child, with parental consent on the school's SEN Register.
- Ensure an **Inclusion Passport** is negotiated between parents and class teacher, to set **SMART targets** at an INCLUSION PASSPORT meeting, usually after school. Parents and class teacher discuss the agreed targets with the child at the earliest

opportunity. These interventions are **additional to** and **different from** those provided as part of the school's usual differentiated curriculum and will be monitored by the SENco

- Ensure that each term progress towards targets are assessed and amended in partnership with parents and pupils in line with the SEN Code of Practice 2014.
- Liaise regularly with parents and keep up to date with home situations and health issues wherever possible.
- Where it is mutually agreed that the cause for concern is of sufficient depth to require the intervention of outside support agencies, the SENCO will compile reports and data to support requests for Learning, Medical or Social Support teams to advise and take a pro-active role.
- Ensure that the recommendations of the specialist outside agencies will be acted upon by the school and be a substantial part of the child's **inclusion passport**.
- Ensure that Staff are kept up to date with new initiatives, strategies and assessment opportunities through in-house training, delivered by the SENCO, or outside agency training delivered by the appropriate Support Agencies. The SENCO will attend the LA SEN Leaders Network meetings to update on new initiatives and advice.
- Where the cause for concern and lack of progress despite interventions deepens, and the gap is increasingly widening between the child and his peers a request to the LA to consider statutory assessment will be made on an Education, Health and Care Assessment Request Form.
- All agencies involved in the case, including parents and the school, will make a report submission for consideration. The LA may or may not support the application for a statutory assessment of needs and will give their reasons for their decision. The need of 1:1 support for the child must be agreed to be in excess of 20 hours per week and considered to be in excess of the school's delegated SEN budget. An Annual Review of such an EHC Plan will be organised by the SENCO and all involved parties will be invited to attend and submit reports commenting on perceived progress levels and consideration of the continuing appropriateness of the terms of the EHC Plan or their revocation.
- Ensure that the SENCO/Head will make any parents of children on the SEN Register aware of the supportive role that they can access from the Parent/Pupil Partnership service.

- Ensure children causing concern at the Foundation Stage will be referred to the Early Years Support service for advice, strategies and possible intervention.
- Ensure that children who are **Looked after by the Local Authority (LAC)** and may be considered vulnerable, will be closely monitored and observed and appropriate actions taken if deemed necessary through the Headteacher. Close liaison will be kept with Social Services and parents, and a **Personal Education Plan** be kept and updated as appropriate.
- Children with **English as an Additional Language (EAL)** are not placed on the SEN Register in the early stages unless their progress becomes a cause for concern. The class teacher will monitor such children in liaison with the EAL support teacher and report to the SENCO if there are any concerns.
- Ensure the SENCO liaises with the SEN Governor. The SENCO to attend termly Governors' meetings; to produce and discuss a report to allow all Governors full awareness of issues relating to SEN in the school and their statutory obligation to make the necessary and successful provision for children so affected.
- Conduct an Open House policy for any parent who is concerned about their child's progress to approach the class teacher, the SENCO or the Headteacher with their concerns.
- Ensure all teachers are responsible for planning and providing the additional provision, and monitoring and assessment for SEN children in their care, with full access to the SENCO for advice and support.

A copy of this policy is available for all parents who request one from the school. Parents/carers of children on the school SEN Register will be given a copy of this policy.

Special Educational Needs Coordinator: Miss L Nicklin

Special Educational Needs Governor: Mr K Alden

Date of last review by governing body

January 2018

Date for next review

January 2021 (Three Years) or when later revision of policy released by NYCC

<u>Policy Adopted by Headteacher</u> Name: Mrs J Elcock	<u>SIGNATURE</u>	<u>DATE</u>
<u>Policy Adopted by Chair of Governors (on Behalf of Governing Body)</u> Name: Mrs S Porter	<u>SIGNATURE</u>	<u>DATE</u>