

**Clifton with Rawcliffe Primary School
Special Educational Needs and Disability Policy**



Date of policy: Sept 2017

Date of review: Sept 2019

Person Responsible: K Paton-Campbell (SENCO) /

Description of school / background information in provision of SEND

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The percentage of pupils with special educational needs and/or disabilities is well below the national average and the proportion of pupils with an EHCP (0.8%) is more than half the national average (2.8%)

Definitions

Children have special educational needs if they have a learning difficulty or difference which calls for special educational provision to be made for them.

Special educational provision means provision which is additional to, or otherwise different from, the educational provision made generally for children their age in mainstream schools.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. It reflects the 2014 SEND Code of Practice, 0-25 guidance (See Appendix 1 - Code of Practice, updated Jan 2015).

The school has adopted the 'Assess, Plan, Do, Review' model of identification and provision for children with SEND (See Appendix 2) in line with the recommendations of The Revised Code of Practice (Sept 2014).

Roles and responsibilities

Governors

The Governing Body (Policies Committee) has been involved in the development of the school's SEND Policy. It will continue to review and evaluate it regularly. The link Governor for this area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

Parents and Guardians

We always seek to work in partnership with parents and guardians. This is important in enabling children with SEND to achieve their potential. The school and parents will work collaboratively to gain as much information as is possible about a child's strengths and areas of need. This information will then feed into appropriate provision. The school website contains details of our policy for special educational needs, and the arrangements made for children with SEND in our school. It also contains the school's SEND local offer which outlines the provision available.

Pupils

Children with SEND have a unique knowledge of their own needs and circumstances and their own views about what sort of support would most help them. Where appropriate, and depending on their age, pupils are involved in review meetings or make a written contribution to the discussion. Where possible, children contribute to their 'Pupil Passports'

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in SEND activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the SEND Subject Leader will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the SEND provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders and the SENCO to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy

- That every child be valued equally and be given every opportunity to achieve his or her full potential;
- That children with SEND have their particular need identified at an early stage and that they should be supported to ensure continuing progress and development
- That children with SEND be given full access to a broad, balanced and relevant education within the Foundation Stage and National Curriculum;
- That children with SEND be able to take a full part in all aspects of school life, both within and outside the classroom;
- That parents of children with SEND be informed, supported and involved in their children's education and be able to contribute towards their ongoing development;
- That the views and wishes of the child concerned be taken into account, in accordance with their age and understanding;
- That all staff working in the school share in the responsibility of meeting the needs of children with SEND;
- That resources should be made available to support the education of children with SEND and be used effectively for that purpose;
- That the school develop in all children an awareness of the needs of children with SEND and foster a positive attitude and a supportive environment for such children.

Teaching programme and Strategies

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

Pupil Passports feature significantly in the provision that we make in the school. A Pupil Passport is a summary document about a child and preferably they are contained on one page. They are a very child centred approach and in fact should be created with the majority of input coming from the child themselves. All children identified as having a special educational need will have a Pupil Passport which is evaluated and updated termly. This is done in consultation with parents/carers and includes a list of strategies/resources that can be used to help the child. These are shared with all members of staff who work with a child.

For children with a My Support Plan or Educational Health and Care Plan (EHCP), long term outcomes and targets are discussed at termly (in some cases half-termly) review meetings, attended by the SENCO and, sometimes, professionals from other agencies (Appendix 3: Education, Health and Care Plan).

Provision maps are used to record and monitor interventions and additional support.

Transfer arrangements

When a child with special educational needs moves to another school, full records of assessments, interventions and outcomes will be forwarded to the receiving school. When children are moving on to secondary school in York, where possible, needs are discussed with the SENCO at the receiving school.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents/guardians and relevant outside agencies.

Date of Implementation Sept 2017

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: April 2017

