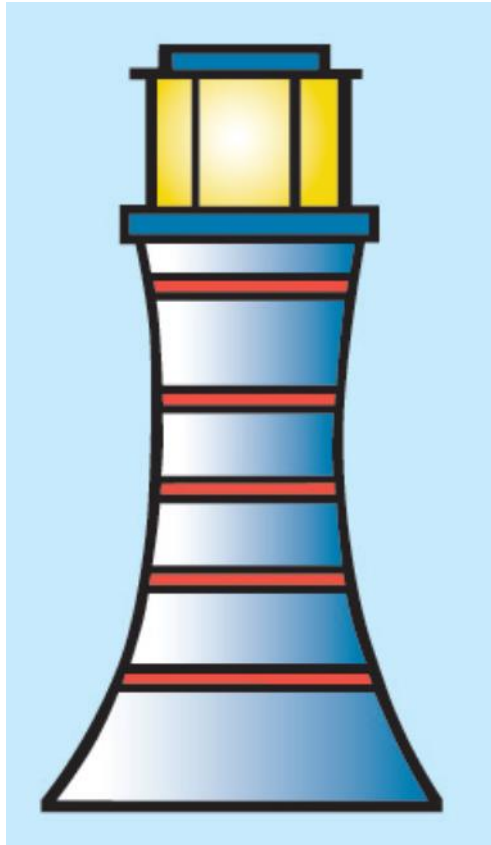


AUSTHORPE PRIMARY SCHOOL



Special Educational Needs and Disability Policy

Reviewed: March 2022

Overview

At Austhorpe Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability (SEND), receive their right to a high quality, accessible and balanced curriculum. Everybody at Austhorpe Primary School believes you have the potential to **SHINE**.

Success

Happy and Healthy

Inclusion

Nurturing

Enrichment

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences. To achieve this we strive to provide a school environment that is secure, stimulating, supportive and memorable, whereby each child feels, valued as part of our community and encouraged to achieve their full potential. Pupil voice is an integral part of the Austhorpe community, we believe that the children should be confident to speak out and have their say. We are committed to promoting equality of opportunity regardless of race, belief, disability, sexuality or gender to provide equality of access for all.

1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools'

responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report

The document below gives answers to some frequently asked questions, which may help you to understand how we identify and support children with SEND.

<https://www.austhorpeprimary.org/page.php?id=3091>

The annual Special Educational Needs and Disability report is available on our website

[https://www.primarycms.com/manage/assets/austhorpe-primary-school/doc/annual_send_report%20\(1\).pdf](https://www.primarycms.com/manage/assets/austhorpe-primary-school/doc/annual_send_report%20(1).pdf)

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them that is additional to and different from what is normally available for pupils of the same age.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Persistent/emotional and behavioural difficulties which are not modified by the behaviour techniques employed in school
- Emotional or behavioural difficulties which substantially and regularly interfere in the child's own learning and that of the class group, despite an individualized behaviour management programme

There are four categories of SEND

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and or Physical

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. We work on a cycle of assess, plan, do, review in order to ensure we are continually meeting the needs of the children whilst allowing time for interventions and strategies to make an impact.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO at Austhorpe Primary School is Miss Katie Precious

She will:

- Work with the Headteacher and SEN governor to determine the development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, eg, SENIT, CAMHS, TNLP, DAHIT, SALT
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor at Austhorpe Primary School is Mr Pete Bell

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the

development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher at Austhorpe Primary School is Miss Amanda Lightfoot

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for all children in their class

All class Teachers Will:

- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. This includes managing the use of the B-Squared assessment tool
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Differentiate work appropriately
- Ensure they follow this SEN policy

4.5 Learning Mentor

The Learning Mentor at Austhorpe Primary School is Mrs Jill Fraser

The Learning Mentor will:

- Provide 1:1 support
- Provide group support and intervention
- Deliver Speech and Language Therapy programmes
- Provide pastoral support
- Support children's Social, Emotional and Mental Health needs

5 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and

development of all the pupils in their class. High quality teaching and differentiation is our first step in responding to pupils who have SEND. If any member of staff has concerns around a child's progress, they are asked to complete a 'Cause for Concern' form, which is shared with the SENDCO via CPOMS (our internal electronic recording system) who then aims to complete an observation of the child in their class within a two week period. After completing the observation, she will provide recommendations on how the child can be further supported within school. If after implementing and assessing the new strategies there are still concerns, we will in discussion with parents and class teachers refer to the appropriate outside agency.

Children who have specific targets to work towards will be provided with either a Personalised Learning Plan (PLP) or a Personalised Behaviour Plan (PBP) which will be created with the child in order to allow pupil voice and a clear understanding of the targets they are working towards. We also include parents in this process; each PLP/PBP is reviewed half-termly with the child and new targets are agreed where appropriate.

We provide the following interventions where required:

- Speech Groups
- 1:1 Speech Therapy
- Read Write Inc
- Read Write Inc Fresh Start
- Reading Support
- Maths Support
- Writing Support
- Sensory Sessions
- 1:1 Mentoring
- Nurture Groups
- Nessy Fingers

All of our interventions are tracked using a programme called Provision Map, this ensures that we can monitor children's progress and individual needs.

6 Adaptations to the curriculum and learning environment

At Austhorpe Primary School the curriculum is adapted to include all children,

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

7 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their PLP/PBP targets each term
- Reviewing the impact of interventions using Provision Maps
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using B-squared where required to monitor progress
- Holding Early Help reviews termly for families with plans
- Holding annual reviews for pupils with statements of SEN or EHC plans

8 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

9 Working with other agencies

At Austhorpe Primary School we work very closely with a number of outside agencies. The following agencies have provided extra support throughout the academic year:

- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Team (SALT)
- SENIT (Special Educational Needs Inclusion Team)
- Visual Impairment Team (VIT)
- Deaf and Hearing Team (DAHIT)
- Temple Newsam Learning Partnership (TNLP)
- Educational Psychology consultation drop in sessions

10 Contact details for raising concerns

If you have concerns about your child's progress or needs you should speak to your child's class teacher initially. If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to either of the following members of staff.

Special Educational Needs Co-Ordinator- Miss Katie Precious

Learning Mentor- Mrs Jill Fraser

Special Educational Needs Governor- Mr Pete Bell