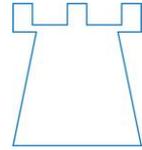


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## **Policy for Special Educational Needs and Disabilities (SEND)**

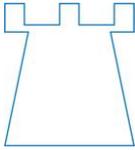
**This policy is in line with the Code of Practice from September 2014**

### **Abbreviations used**

<b>ASCOSS</b>	<b>Autism Outreach Support Service</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</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>

**Agreed by governors: Spring 2015**

**Review date: Spring 2016**

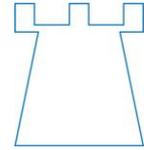


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At Sheriff Hutton Primary School we aim to:

- ★ Ensure all children are encouraged and supported to reach their full potential in an environment which is safe, stimulating and exciting; where everyone is valued for all of their efforts and achievements.
- ★ Introduce children to a wide range of experiences and challenges which motivate and enrich their learning now and in the future.
- ★ Enable each child to develop a true feeling of self-worth and a sense of responsibility to themselves, others in school and the wider community.
- ★ Provide an environment in which all members of the school are happy, have respect for those around them and develop positive relationships founded on mutual trust.
- ★ Value all people equally, upholding their rights regardless of gender, ability, disability, race, religion or culture.
- ★ Promote links with other schools and the global community to enrich the experiences we offer and to inspire confidence and pride in the work of our school.
- ★ Nurture the skills and attitudes which enable children to work independently and collaboratively.
- ★ Encourage the development of lively enquiring minds, self-esteem, confidence and perseverance.

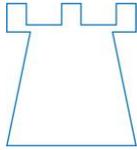
We believe our aims provide the basis for the delivery of a dynamic curriculum, the provision of an inspiring and creative learning environment and a foundation which will prepare the children for the changing nature of society.

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 (6.1 CoP)

### **Objectives of the policy**

In line with the School's Teaching and Learning Policy and the School's Behaviour and Equal Opportunities Policy

- To ensure children with Special Educational Needs know they are valued, by negotiating support, discussing difficulties, mediating etc.
- To give children with Special Educational Needs the greatest possible access to a broad, balanced curriculum, including the National Curriculum so that they may achieve their potential academically and socially.
- To foster the development of an enquiring mind.

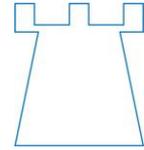


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- To help each child to enjoy his/her work.
- To praise and encourage whenever possible.
- To ensure that children with Special Educational Needs are supported in a manner that they feel comfortable with.
- To set suitable learning challenges.
- To respond to pupils' diverse needs.
- To overcome potential barriers to learning and assessment

### **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**

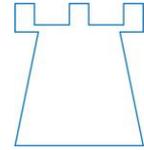
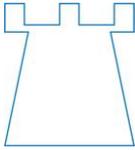
A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

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. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream 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 Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:**

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.
- Ensure that, where the 'responsible person' – the headteacher or SENCo – has been informed by the LA that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have Special Educational Needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with Special Educational Needs joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, and the efficient education of the pupils with whom they are educated and the efficient use of resources, report to parents on the implementation of the School's policy for pupils with Special Educational Needs.
- Have regard to the Code of Practice and Equality Scheme when carrying out its duties toward all pupils with Special Educational Needs.
- Ensure that all parents are notified of a decision by the school that Special Educational Needs provision is being made for their child.

The designated Governor for Special Educational Needs is Mrs Margaret Fisher.

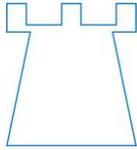
Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is currently Bev Stell, supported by Julie Bartlett. Mrs Stell is responsible for the day to day operation of the policy.

Co-ordinating educational provision for pupils with Special Educational Needs will be carried out by the Special Educational Needs Co-ordinator (often referred to in this document as SENCo).

The Special Educational Needs Co-ordinator working closely with the Headteacher, senior management and fellow teachers, should:

- Be closely involved in the strategic development of the Special Educational Needs and Disability Policy and provision to raise the achievement of pupils with Special Educational Needs, have responsibility for day-to-day operation of the school's Special Educational Needs and Disability Policy and for coordinating provision for pupils with Special Educational Needs, working closely with staff, parents/carers and other agencies.
- Seek to develop effective ways of overcoming barriers to learning for Special Educational Needs pupils.

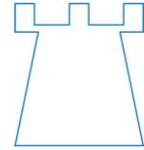


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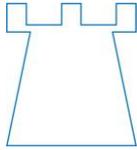
- Sustain effective teaching for Special Educational Needs pupils through close analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement.
- Oversee the records on all pupils with Special Educational Needs.
- Liaise with and advise fellow teachers.
- Manage Teaching Assistants.
- Contribute to the in-service training of staff.
- Liaise with parents of pupils with Special Educational Needs, external agencies including the LEA's support and educational psychology services, health and social care and voluntary bodies.

### **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/ subject 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/ learning support dept. offer 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 students have individualised targets.
- Provision maps are easily accessible so that staff, pupils and parents know what reasonable adjustments are available.
- 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 to inform the school offer. This is published on the school website as part of the governors' SEN information report.

### **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, ESWS, ASCOSS etc.
- Some pupils 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 pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can 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 to meet statutory duties.

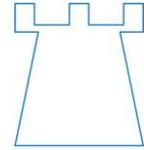


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- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, currently the CoP 2014.

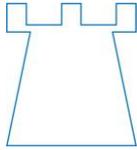
### **Monitoring and evaluating performance**

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.
- 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.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN Governor.
- Detailed discussions with families and pupils.
- 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 SEN 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.

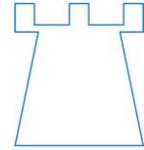


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\*The SEN information report

6.79 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 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.