



## APPLEGARTH PRIMARY SCHOOL- SEND POLICY



Policy reviewed: **FGB December 2021**

Review date: **December 2021, December 2022, December 2023, December 24, December 2025, December 2026**

Person with overall responsibility for Inclusion: **Steve Edwards SENDCo**

Governor responsible: **Jill Pawluk**

At Applegarth Community Primary School, we are committed to developing and celebrating the individual strengths of each child, actively encouraging them to achieve their full potential in a safe, secure and caring environment. We encourage all children to be: Ready, Respectful and Safe.

### **Definition of Special Educational Needs – Code of Practice 2014**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **SEND Local Offer (NYC) and SEN Information Report**

The school is supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. North Yorkshire Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or Disability (SEND) and all those who support children with additional needs. This includes information about services across health and social care as well as private, voluntary and community sectors. This can be found at:

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

The school's SEN Information Report explains how this policy is implemented. It can be found via our school website.

## **1. Aims and Objectives**

### **Aims**

- We aim to provide every child with a broad and balanced curriculum which encourages them to achieve their full potential, whilst fostering their independence.
- To secure special educational provision which is additional to and different from that provided within the differentiated curriculum to respond to the four areas of special educational need:
  - Communication & Interaction
  - Cognition & Learning
  - Social, Emotional and Mental Health
  - Sensory and / or physical

### **Objectives**

- to identify and support the needs of pupils with SEND as early as possible.
- to plan and deliver appropriate provision which overcomes barriers to learning.
- to work in partnership with parents / carers to gain a better understanding of their child and to involve them in all aspects of their child's education.
- to value the role that pupils have in assessing their own needs and planning their next steps.
- to work closely with outside agencies when a pupil's needs cannot be met by the school alone.

## **2. Responsibility for the coordination of SEND provision**

The Headteacher has overall responsibility for the provision and progress of learners with SEND. The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is the SENDCO. The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEN Code of Practice 2014.

The school's SENDCO is Mr Steve Edwards. He is fully NASENDCO qualified.  
The named Governor for SEN is Jill Pawluk.

## **3. Safeguarding**

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- have the potential to be disproportionately impacted by behaviours such as bullying
- may face additional risks online, e.g. from online bullying, grooming and radicalisation
- are at a greater risk of abuse including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration
- these pupils are more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- the potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by DSL in collaboration with the SENDCO.

#### **4. Graduated Approach to the identification of and provision for pupils' needs**

Provision for SEND is a whole school matter. All teachers are teachers of children with SEND.

##### ***Quality First Teaching***

- If concerns about a pupil's rate of progress arise, a pupil is monitored closely by their class teacher in order to determine whether they may have SEN.
- The child's class teacher will take steps to provide more carefully differentiated learning opportunities to facilitate the pupil's rate of progress.
- The SENDCO may be consulted for support and advice and may observe the pupil in class.
- An 'At-a-glance' document will be drawn up by the class teacher, which details concerns. A 'Pupil Progress Review' document can be used to record any adjustments made during the initial monitoring process.
- Parents / carers will be informed fully of the circumstances under which their child is being monitored. They are encouraged to share information and knowledge with the school, which can be used on the 'At-a-glance' document. This document is shared with parents and constitutes the 'short note' detailed in section 6.39 of the 2015 Code of Practice.
- The child is recorded by the school as being under observation due to concern by parent / carer or teacher but this does not place the child on the school's SEND register.

##### ***SEN Support***

Where it is determined that a pupil does have SEND, parents / carers will be advised of this and the pupil will be added to the school's register of SEND. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place, which removes barriers to learning and accelerates the pupil's progress.

Support is provided through a four-part process:

- Assess
- Plan
- Do
- Review

This on-going cycle helps identify which strategies are the most effective in supporting the pupil to achieve good progress and outcomes. *See Appendix 1.*

##### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or complex difficulties which mean they require a significantly higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessment, planning and provision is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents / carers
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about

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whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

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

### ***Education, Health and Care Plans [EHCP]***

Following Statutory Assessment, an EHC Plan will be provided by North Yorkshire Council, if it is decided that the child's needs are not being met by the level of support that is ordinarily available within the school. The school and the child's parents / carers will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### **5. Recording of Provision**

The provision which the school makes for a pupil is recorded in the following documents:

- Individual Provision Map
- Minutes of review meetings (wherever the SENDCO is jointly involved in reviewing progress with the class teacher and parent / carer)

#### **6. Risk Assessments**

Risk assessments will be undertaken and recorded, where necessary, in order to ensure that pupils' access needs are met and that the safety and well-being of all are given due consideration where necessary. This is particularly relevant in the case of lockdown situations, where SEND pupils are working from home.

#### **7. Monitoring and Evaluating the Success of SEND Provision**

Pupil progress is monitored on a termly basis. Progress is identified as that which:

- better the child's previous rate of progress.
- closes the attainment gap between a child and their peers.
- prevents the attainment gap from widening.
- demonstrates an improvement in self-help, or personal skills.
- demonstrates an improvement in the child's social, emotional and mental well-being.

Individual target and provision maps are reviewed and evaluated termly.

Pupils' attainment is recorded as follows:

- EYFS: using the developmental statements of the EYFS Development Matters Curriculum
- Year 1-6: using age related expectations outlined in Boost Insight and for maths, White Rose Maths
- Where pupils are not yet working within National Curriculum levels, we use pre-key stage standards for those engaged in subject-specific study and the Engagement Model for those who are not engaged in subject-specific study.

Attainment is tracked using the Boost Insight assessment monitoring tool.

### **8. Allocation of Resources for pupils with SEND**

- The school budget, received from NYC Local Authority, includes funds for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about the needs of pupils with SEND in the school, including:
  - children receiving extra support already
  - children requiring extra support
  - children who have been identified as not making as much progress as would be expected
- Decide what resources, training and support are needed.
- All resources, training and support are reviewed termly and changes made as required.

### **9. Facilities for Pupils with SEND**

The school complies with accessibility requirements as detailed in its Access Plan. See SEN Information Report for further details.

### **10. Specialist Support Services**

The school maintains effective working relationships with a variety of external support services in order to ensure it provides the best possible support for its pupils with SEND. Consent is always sought from parents / carers before referring to another professional.

### **11. Concerns and Complaints**

If a parent / carer has any concern or complaint regarding their child, they should make an appointment to speak to the class teacher, SENDCO or Headteacher as soon as possible.

Full details of our complaints procedure can be found on the school's website or by asking for a written copy of the procedure.

## **Appendix 1 The Four-Part Support Process**

### **Assess**

The class teacher analyses the pupil's needs based on their assessments, taking into account previous progress and attainment and the pupil's and parent's views. Where relevant, advice from external support services will also be sought and considered.

### **Plan**

Planning will involve consultation between the teacher, support staff, parents / carers and pupils (where appropriate) and SENDCO, where necessary, to agree the adjustments and support that are required, which are additional to and different from the differentiated curriculum, the impact on progress, development and / or behaviour that is expected and a clear date for review. Parental involvement at home may be sought, where appropriate, to reinforce or contribute to progress. This plan will be recorded in an Individual Provision Map.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from them as class teacher. They plan and assess the impact of support and interventions together with anyone else who regularly works with or supports the child, e.g. teaching assistants. Support with further assessment of the pupil's needs will be provided by the SENDCO, or external support services, where necessary.

### **Review**

Reviews will be undertaken each term and will evaluate the impact of the support and interventions. The class teacher, in consultation with the pupil, parents / carers and SENDCO, if necessary, will revise the support plan. Where it is felt that a pupil no longer requires SEN Support, it will be recommended to parents / carers that the pupil is removed from the register of SEN. In such circumstances, careful monitoring of the child's progress will continue for a term, and a further joint progress review with parents / carers will be offered.

**Appendix 2**

**Applegarth Community Primary School  
SEN Class Teacher Policy into Practice Document**

<b>Observation</b>	<b>Action</b>	<b>Who</b>
Concern about an area of pupil's early development or pupil's progress.	Complete "At A Glance" document. Share with parent / carer. Inform SENDCO. Monitor for half a term. Evaluate outcome.	Class Teacher Class Teacher Class Teacher Class Teacher Class Teacher
SEND Support felt to be needed.	Discuss with SENDCO.	Class Teacher
SEND Support Registration to be made.	Discuss with SENDCO. Discuss with parent / carer. Initiate Individual Provision Map. Add pupil to SEN Support Register.	Class Teacher Class Teacher Class Teacher SENDCO
Individual Provision Map (IPM) to be completed and reviewed termly.	Seek pupil voice – add to IPM. Share with parent and seek their views – add to IPM. Set a target for a term with pupil and parent. Begin the 4-part support process and review after a term.  Signed IPM to be given to parent and a signed copy kept in class folder. Digital copy uploaded to Sharepoint.	Class Teacher Class Teacher Class Teacher Class Teacher with SENDCO, if necessary. Class Teacher
Concern about a lack of progress despite targeted SEND Support.	Discuss with SENDCO. Adjust provision or consider referral to another agency. Seek parental consent for referral to external agency. Contact external agency and complete referral. Add information to IPM.	Class Teacher CT & SENDCO SENDCO SENDCO CT & SENDCO
Assessment of pupil's needs is required in greater depth.	Gather relevant information.	SENDCO, CT, parents and any agencies involved.
Concern that the school's resources are insufficient to meet the pupil's needs.	Consider making a Request for an EHC Plan (EHCAR).	SENDCO, together with parents and all agencies involved.
Pupil's disability requires individual consideration to ensure safe access to any environment accessed whilst attending school.	Undertake and record a risk assessment and create a management strategy.	Class Teacher, in collaboration with parents and, if required, SENDCO.
Concern that a pupil's social, emotional and mental health needs are resulting in challenging behaviour on a regular basis.	Undertake and record a risk assessment and create a management strategy.	SENDCO in collaboration with staff and parents.
Pupil is deemed not to require any further SEND Support.	Discuss with SENDCO and parent. Note closure of SEN support	Class Teacher SENDCO