



SEND Policy

Agreed by governing body – 17/11/20



Educating for 'life in all its fullness.'

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

Values Statement

The Howard School is proud of its Christian ethos and values. Our pupils are proud to be responsible, thoughtful and motivated people who strive to do their best.

As a Church of England school, the leadership, its teaching and the experiences it offers, will be underpinned and rooted in our Christian values, and in particular friendship, compassion, forgiveness and trust.

Rationale

At Ackworth Howard School we aim to create a learning environment where all children can belong, participate and achieve. We provide Quality First teaching which responds to the diverse needs of all children. Provision is carefully planned and differentiated to ensure that children make progress through suitable learning challenges and have full access to the curriculum and life of the school. Some children will require additional support in order to make progress and overcome specific barriers to learning. This is achieved through extra in-class provision or through intervention groups. We believe that early identification is vital in order to access and provide appropriate support. We work closely with parents and other professional organisations to develop support plans to meet the individual needs of each child and overcome barriers to learning.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. Our school believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. It is our hope that when all of our children become adults in the future, they will have an understanding and empathy towards those with SEND and will positively contribute to an inclusive society.

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years and lead happy and fulfilled lives.' (SEND Code of Practice Jan 2015)

The Principles of the SEN Code of Practice 2014 set out the following guidance:

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account during any decision making
- The early identification of children's needs and intervention to be put into place to support them
- A greater choice and control for young people and parent's support
- Collaboration between Education Health and Social Care services to provide support
- High quality provision to meet the needs of children with SEN
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (5:1)
- To become confident individuals living fulfilling lives

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Definition of Special Education Needs and Disabilities

SEND Code of Practice 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her 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*

Disabilities

Many children and young people who have SEND may also have a disability. A disability is described in law ([the Equality Act 2010](#)) as **‘A physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’** This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Covid-19

Many pupils will have found lockdown very difficult, both socially and emotionally. School is mindful that additional support to help address any challenging behaviours or social and emotional struggles pupils may be facing as part of our Early Help strategy to ensure a positive reintegration to school life.

Where pupils are required to remain at home for reasons such as a localised lockdown, respite care, support from extended family members and/or health risks to the parent/carer providing full-time care for a child with complex needs, remote learning using Google Classroom will be utilised alongside weekly wellbeing calls.

All reasonable endeavours will be made to provide support to pupils in line with their needs and SEN category, particularly those outlined within EHC plans. Meetings may occur remotely via Zoom or Microsoft Teams and engagement with outside agencies will still be undertaken.

During the pandemic, transition arrangements will be adapted in a manageable and realistic way. This will be determined by the needs of the child and other services and schools involved. Transition arrangements will enable all new starters as well as current pupils seamlessly integrate into school life as supportively as possible.

Equal Opportunities

At Ackworth Howard School we believe that all members of the school should be treated with respect; have provision made for their individual and diverse needs, and be given the opportunity to reach their full potential, regardless of their age, ability, religion, gender or culture.

Aims

- To ensure implementation of and adherence to the Children and Families Act and SEND Code of Practice 2014.
- To ensure that children are actively involved in planning and reviewing their own

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provision.

- To ensure that parents and carers are an integral part of the identification and support process.
- To ensure that barriers to learning and special educational needs and disabilities are identified as early as possible.
- To ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum.
- To ensure that provision for those children with special needs and disabilities is central to planning in order that they make good progress.
- To ensure that all children can experience success in order to grow in confidence and a positive self-image and feel safe.
- To ensure that class teachers accept responsibility for the planning, organisation and delivery of an appropriate education for all children requiring additional support.
- To liaise with the relevant agencies to ensure that all the child's needs are being addressed.
- To make reasonable adjustments to ensure that children with special educational needs and disabilities participate fully in the life of the school.
- To ensure there is no evidence of discrimination against those with SEND.
- To ensure that children and all adults who support them have realistic but high expectations of progress and achievement.
- To ensure that all staff have opportunities to develop their practice in teaching children with special educational needs and disabilities.
- To review all policies and practice to ensure that they reflect equal opportunities legislation.
- To monitor the impact of provision for those children with SEND.

Guidelines

- An on-going review by the Head, SLT and SENCo will ensure that procedures and practice within the school facilitate access to the whole curriculum and every aspect of school life.
- Children will be identified as having special educational needs through liaison with all staff, parents, other agencies and rigorous tracking procedures.
- The SENCo will co-ordinate identification, intervention and support and will take responsibility for referrals.
- Teachers will meet with parents/carers and children on a termly basis to create a SEND Support Plan.
- All children will work with an adult to create a support plan identifying their needs and successful methods of support.
- Staff development opportunities will focus on current legislation, developing expertise in a specific area of special educational needs and delivering interventions.
- Interventions may include in class support, one to one and group intervention and liaison with outside agencies.
- Parents will be involved through meetings, support plan reviews, target setting, annual reviews and open evenings.
- Children with Education, Health and Care Plans (EHCP) will continue to have access to the whole curriculum unless a specific exemption has been made and agreed. Planning and staff deployment will ensure that they receive their allocated hours.
- Use tracking to identify children who are making little or slow progress and put in place appropriate interventions in order to enable them to access the curriculum within age related expectations.

Responsibilities

The Governing Body.

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. They support the aims of the policy by making resources available wherever

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possible. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

The Governing Body, having regard to the Code of Practice will:

- Ensure appropriate provision is made for any child with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoint a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are fully involved in developing and reviewing the SEND Policy

The Headteacher:

The Head Teacher is responsible for the day-to-day management of all aspects of the school including quality first teaching and the provision for special educational needs and disabilities. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND. He liaises with the SENCo and ensures that SEND provision meets the requirements of the Code of Practice and School Improvement Plan.

The Special Educational Needs Coordinator (SENCo)

The Code of Practice states that the SENCo must:

- Be a qualified teacher in the school
- Have completed the National Award in Special Educational Needs Co-ordination within three years of the appointment of SENCO
- Determine a strategic development of SEN policy and provision alongside the Headteacher and Governing body for the school
- Have day to day responsibility for the implementation of the SEN policy
- Co-ordinate specific provision made to support individual children with SEN, including those with Education, Health and Care Plans (EHCP)
- Provide professional guidance to colleagues
- Work closely with parents, staff and external agencies
- Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching
- Publish a SEND Information report for the school.

The SENCo's key responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with SEND Teaching Assistants.
- Co-ordinating provision for children with SEND
- Liaising with parents/carers of pupils with SEND
- Liaising with other professional agencies to support each child as appropriate
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

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- Monitoring and evaluating the quality of provision
- Monitor the progress made by children, alongside teachers and SLT, to inform planning for children with SEND.
- Organising and facilitating training opportunities in order to meet the needs of staff
- Liaising with the designated safeguarding professional, parental support, and Behaviour Team to ensure that all the needs of each child are identified and met.

Teachers

The professional with the main responsibility for children with SEND is their class teacher. They will:

- Be responsible for delivering Quality First Teaching to all children
- Ensure that Teaching Assistants are fully informed about planning, targets and the expectations for each child.
- Deploy Class Teaching Assistants to support children in areas of identified need.
- Be aware of the school's procedures for the identification, assessment of, and subsequent provision for, pupils with SEN
- Work with the SENCo to decide the action required to assist each child to make progress
- Work with the SENCo to collect all available information on each child
- Develop and review support plans for pupils and allow them to participate in decision making.
- Meet with parents and carers to create and then regularly update My Support Plans (MSP) and keep parents informed about their child's progress.
- Work with children with SEND on a daily basis to work towards the targets set out on the Supporting Me to Learn Plan/My Support Plan/Education Health Care Plans
- Continuously assess pupil progress and identify the next steps of learning
- Work with the SENCo to identify their own training needs around SEND
- Be responsible for the assessment of individual SEND pupils

Class Teaching Assistants and SEND Teaching Assistants.

- Ensure they have accessed planning and know the targets for each child
- Provide marking and feedback to help each child make progress
- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Undertake appropriate training
- Work alongside the SENCo and teaching staff in the preparation of Supporting Me to Learn Plan/My Support Plans/Education, Health and Care Plans

Local Offer

The School will follow Local Authority Guidelines outlined in the local offer. This can be accessed on the school's website.

Data Protection

Data Protection law changed on 25th May 2018 when the General Data Protection Regulations (GDPR) come into force. The school will:

- Comply with data protection law and follow good practice.
- Protect the rights of members of the school community.

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- Be open about how it stores and processes individuals' data.
- Protect itself from the risks of a data breach.

The school will also uphold and share the Special Educational Needs Assessment and Review (SENART) Transparency Notice. This is available on our school website.

Key Staff

Headteacher – Mr Michael Walker

SEND Governor- Mrs Emma Jones

SENCo – Mrs Rachel Longfield