

# Yerbury School SEN Policy

Review Frequency: Every Two Years

## **Aims and Objectives**

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

As part of a whole school approach to SEN the school will seek to educate all children and to raise awareness among all parents about SEN issues.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the headteacher or appropriate governor has been informed that a child has SEN, those needs will be known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEN.

The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEN.

All staff will ensure children with SEN can join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

We have links with Samuel Rhodes School and The Bridge School via their outreach teams who provide support and guidance.

## **Responsible Persons**

The 'responsible person' for SEN is the Headteacher, the Chair of Governors and the SEN Governor. The person co-ordinating the day to day provision of education for pupils with SEN is the SENCO.

## **Admission and Inclusion**

All teachers in the school are teachers of children with Special Educational Needs. As such Yerbury adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice, based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

All children with SEN are afforded the same rights as other children in terms of their admission to school.

## **Access to the Curriculum**

The curriculum will be made available to all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of the classroom and school resources before drawing on external support, as outlined in the School Information Report.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups reflect this approach.

Schemes of work for pupil, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down in to a series of small and achievable steps for pupils who have marked learning difficulties.

## **Providing a Graduated Response: SEN Support**

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in acquiring literacy and numeracy or presents persistent behavioural, emotional and social difficulties, the school will follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping, an Individual Plan / Pupil Passport) detailing appropriate interventions such as:

- Classroom organisation and management
- In-class support by teacher
- Small Group Work
- Home School Reading Schemes (PACT Bags)
- Behaviour Modification Programmes
- Use of Specialist Equipment
- Alternative Teaching Strategies

The plans will be outcome-focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map / Individual Plan / Pupil Passport. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies, will initiate a CAF to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement/ EHCP will be reviewed annually.

## **Parent Participation**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

Yerbury will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

### **Multi Agency Working**

Regular liaison is maintained with the following external agencies:

- Alternative Outreach Provision (i.e. Pupil Referral Unit Outreach)
- Outreach Support Services (Samuel Rhodes, The Bridge and Richard Cloudesley)
- Educational Psychologist
- Child and Adolescent Mental Health Service
- Education Welfare Service
- Health Service (School Nurse)
- Families First
- Speech and Language Therapy
- Occupational Therapy

### **Arrangements for the Treatment of Complaints**

If you have a concern or complaint about SEN provision then please see the following people in this order;

- the class teacher,
- the SENCo
- the Headteacher
- Finally the SEN Governor.

The SEN Governor will then refer to the complaints procedure to try and address the issue.

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint this you may want to contact Family Action, an independent organisation that provides a disagreement resolution service. You can contact them on 020 3031 6651 / 020 3031 6652 at Northern Health Centre, 580 Holloway Road, Islington, London N7 6LB. [www.family-action.org.uk](http://www.family-action.org.uk)

## **Workforce Development**

In-service training needs related to special education needs will be identified by the Headteacher in consultation with the staff and will be incorporated in to the staff development plan.

## **Evaluating success**

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in the SEN Action Plan. In addition, evidence will be gathered regarding:

- Academic progress of pupils with SEN
- Improved behaviour of the children where this is appropriate
- Pupil attendance
- Consultation with parents

## **Relationship to other policies**

This policy should be read in conjunction with the other Yerbury School policies. The School Information Report is integral to this policy, and can be found on our website.