

Clifton Green Primary School



Special Educational Needs and Disability (SEND) Policy

Signature of Chair of Governors

Lyn Comer

Signature of Headteacher

Signature of SENDCo

Helen McDonald

Date of Adoption:

October 2016

Date of Review:

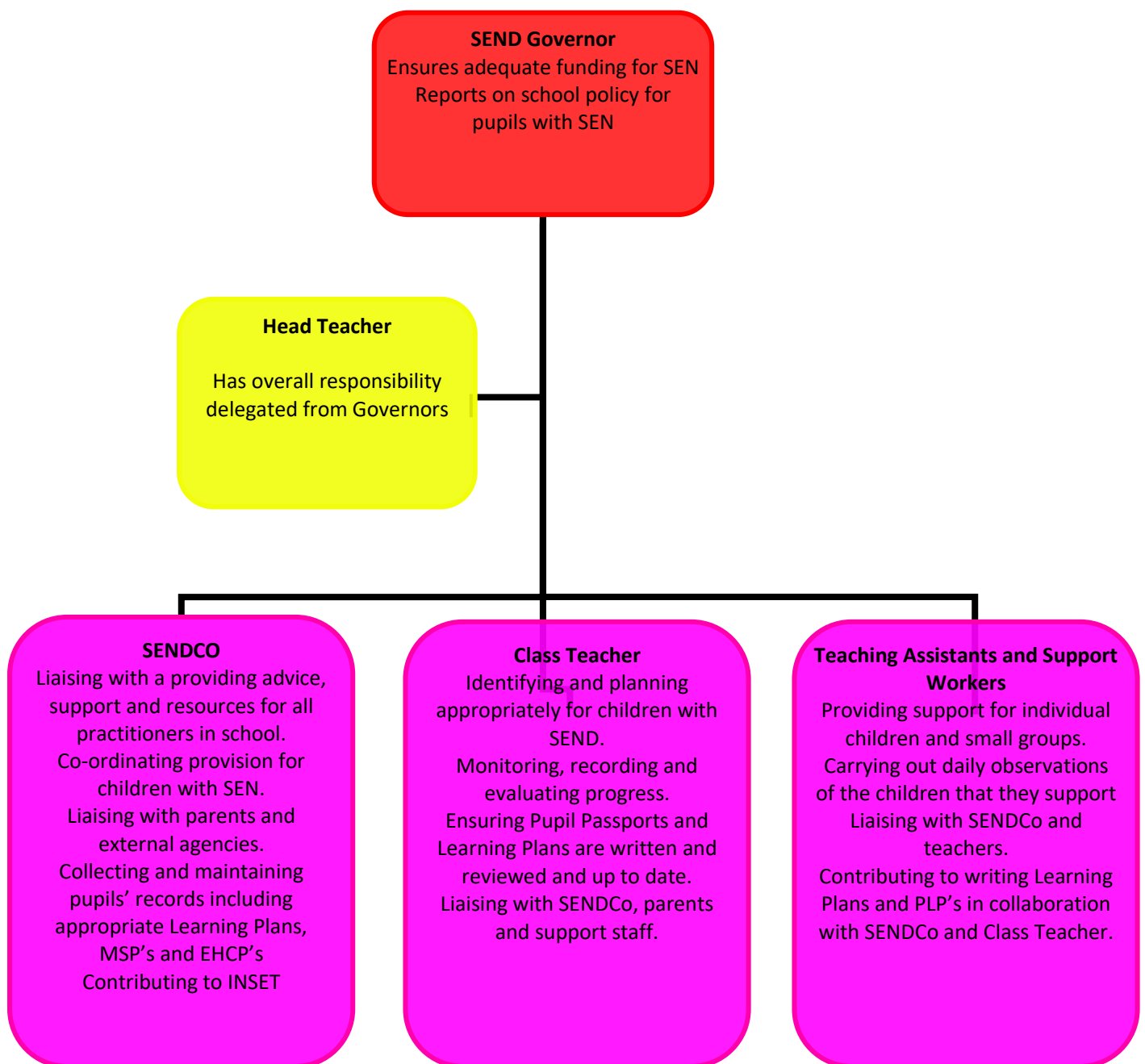
Every 3 Years or when changes occur

This policy should be read in conjunction with the SEND Information Report and Local Offer for Clifton Green

Clifton Green is duty-bound to fulfil statutory standards by the Special Educational Needs (SEN) Code of Practice (DfES 2014). The fundamental principles of the Code of Practice form a framework for professional practice in our school: it is our responsibility to seek the views of a pupil with SEN, assess the needs of the pupil, do our utmost to meet those needs and offer an education which is balanced and broad and fully accessible to them. We will always seek ways to implement best practice and promote close co-operation between agencies and professionals.

Our policy is a collaborative whole school policy. The Headteacher has overall responsibility for SEN provision across the school. The Inclusion Leader and Special Educational Needs Co-ordinator (SENCO) is a member of the Senior Leadership Team and is responsible for the day-to-day operation of this policy. Class teachers are responsible for meeting the individual needs of SEN pupils in the classroom and are supported by Teaching Assistants and an Inclusion Team. There is a dedicated SEN governor who works closely with the school and whom has responsibility for SEN.

Figure 1:
Roles and Responsibilities



Clifton Green Primary School aims to:

- Ensure that every pupil with a special educational need (SEN) or disability reaches their full potential in school.
- Promote the welfare and interests of pupils with SEND, and to improve the support they receive.
- Identify pupils who have SEND as early as possible and carry out the necessary assessments.
- Record the names of all pupils with SEND on the School SEND Register at the appropriate stage.
- Provide a staged structure of provision in accordance with the Department of Education Code of Practice regulations of SEND.
- Formulate differentiated and individually tailored learning plans and provision maps, recorded on internal Provision Mapping System Edukey, to address SEND while ensuring these pupils receive a broad, balanced and appropriate curriculum.
- Facilitate efficient monitoring, reviewing and planning of short term and long term targets and outcomes through our school Learning Plans online system.
- Foster mutually supportive links with outside support agencies.
- Equip teaching and non-teaching staff with the necessary skills to cater for pupils with SEND, through internal and external training provision.
- Utilise and encourage volunteer helpers to assist with support programmes.
- Establish effective links with Secondary Schools to promote the successful transition of pupils with SEND.

- Involve Parents/Carers as fully as possible as partners in the education of their children.

Pupil participation

- Staff at Clifton Green encourage all children, including those with special educational needs, to be involved in making decisions about their education where possible.
- Children with SEN have Learning Plans and Pupil Passports which outline targets in learning and/or behavioural areas for the pupil to work towards.
- Teachers endeavour to inform the pupils regularly about their progress in relation to the Learning Plans, and children are encouraged to participate in setting their own targets and creating Passports alongside their Class Teacher.
- Children with MSP's or EHCP's are encouraged to be part of their reviews, giving their feelings and views to input into their plans.

Financial Resources

For children who have an Education and Health Care Plan, the School is allocated an initial amount of £6000 annually. The school then receives top up funding based on the banding and need which the Local Authority allocates to the child. The School uses this funding in a variety of ways in which to support the needs of the child within the school setting. Funding for children who do not have an EHCP but who are on the Special Educational Needs Register comes from within the school's own budget. The school's funding is used in part to pay the salaries of teaching assistants, to purchase necessary resources, to train staff and to set up new provisions and run interventions within the school.

Complaints Procedure

- Complaints relating to special needs should be addressed in the first instance to the Head, who will endeavour to resolve the problem, possibly in consultation with the SENCO and the class teacher.
- If the matter is not resolved satisfactorily, parents and carers can address their concerns to the Head of the Special Needs Service CYC.
- Further information for parents is available in the School Prospectus or by contacting the Headteacher or the Special Needs Co-ordinator.
- Further information for parents is available in the School Prospectus or by contacting the Headteacher or the Special Needs Co-ordinator and within the Complaints Procedure for City of York Schools Policy.
- For external advice and support around complaints procedures regarding SEND, the SENDIASS team is available through the following link:
<http://www.yor-ok.org.uk/2014%20YorOK%20Website/families/Local%20Offer/SENDIASSsite/special-needs-education-advice.htm/>