

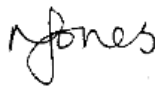
# Clifton Green Primary School

## Special Educational Needs and Disabilities (SEND) Policy

**Signature of Chair of Governors**



**Signature of Headteacher**



**Member of Staff Responsible:**

Caroline Telford

**Reviewing Committee:**

Full Governing Body

**Statutory/Non Statutory:**

Statutory

**Date of Adoption:**

November 2023

**Date of Review:**

November 2024



# Special Educational Needs and Disabilities (SEND) Policy

## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
  - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
  - Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
  - Make sure the SEND policy is understood and implemented consistently by all staff.

## 2. Introduction

This policy should be read in conjunction with the SEND Information Report and [City of York Local Offer](#). 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 who has responsibility for SEN.

### 3. Vision and values

At Clifton Green Primary school we are committed to providing an inclusive environment, where provision is tailored to children's individual needs. Our aim is to offer provision and an environment which enables children to thrive and be happy. We will provide all pupils with access to a broad and balanced curriculum.

We aim 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 continually reflect on our practice in order to improve the support the children receive.
- Identify pupils who have SEND as early as possible so that their needs can be met.

### 4. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.

### 5. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 6. Definitions

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 7. The Four Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Description of need(s)
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>● Moderate learning difficulties</li> <li>● Severe learning difficulties</li> <li>● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</li> </ul>
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>● Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>● Suffered adverse childhood experiences.</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>● A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 8. Roles and Responsibilities

The SEND link governor is: Kathleen Wood

- Ensures adequate funding for SEN
- Reports on school policy for pupils with SEN

Head Teacher

- Has overall responsibility delegated from the Governing Body

The SENCO is: Caroline Telford

- Liaising with, providing advice, support and resources for all practitioners in school.
- Coordinating provision for children with SEN.
- Liaising with parents and external agencies.

- Collecting and maintaining pupils' records including appropriate Learning Plans, MSP's and EHCP's Contributing to INSET

#### Class Teacher

- Identifying and planning appropriately for children with SEND.
- Monitoring, recording and evaluating progress.
- Ensuring Pupil Passports and Learning Plans are written and reviewed and up to date.
- Liaising with SENCo, parents and support staff.

#### Teaching Assistants and Support Workers

- Providing support for individual children and small groups.
- Carrying out daily observations of the children that they support
- Liaising with SENCo and teachers.
- Contributing to writing personal provision plan's in collaboration with SENCo and Class Teacher.

#### Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.
- They will be:
  - Invited to meetings to review the provision that is in place for their child
  - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
  - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
  - Given an annual report on the pupil's progress
  - The school will take into account the views of the parent or carer in any decisions made about the pupil.

### 9. 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 Personal Provision Plans (PPP) or My Success Plans (MSP) which outline outcomes/targets in learning and/or behavioural areas for the pupil to work towards.
- Teachers inform the pupils regularly about their progress in relation to their outcomes/targets on their Personal Provision Plans.
- Alongside the class teacher, children are encouraged to participate in writing and reviewing these plans at least termly, to ensure the voice of the child is heard. This includes the reviewing and setting of targets.
- All children with a PPP, MSP or an EHCP are encouraged to be part of their reviews, giving their feelings and views which are then included in their plans.

## 10. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 11. Our approach to SEND support

### 11.1 Identifying pupils with SEND and assessing their needs

- We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.
- Class teachers will regularly assess the progress of all pupils and identify any whose progress:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better their previous rate of progress
  - fails to close the attainment gap between them and their peers
  - widens the attainment gap
  - this may include progress in areas other than attainment, for example, wider development or social needs.
- When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- Potential short-term causes of impact on behaviour or performance will be considered, such as bullying, bereavement or attendance. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
- When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- If a pupil is joining the school, and:
  - their previous setting has already identified that they have SEN
  - they are known to external agencies
  - they have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### 11.2 Consulting and involving pupils and parents/carers

- The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.
- When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:
  - everyone develops a good understanding of the pupil's areas of strength and difficulty
  - we take into account any concerns the parents have
  - everyone understands the agreed outcomes sought for the child
  - everyone is clear on what the next steps are
  - notes of these early discussions will be added to the pupil's record.
- We will notify parents if it is decided that a pupil will receive special educational provision.

### 11.3 The graduated approach to SEN support

- Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### 1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services if necessary. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### 2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in a PPP or MSP. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### 3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work



closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

#### 11.4 Levels of support

- School-based SEN provision
  - Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
  - The provision for these pupils is funded through the school's notional SEND budget.
  - On the census these pupils will be marked with the code K.
- Education, health and care (EHC) plan
  - Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
  - The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
  - On the census these pupils will be marked with the code E.

#### 11.5 Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
  - tracking pupils' progress, including by using provision maps
  - carrying out the review stage of the graduated approach in every cycle of SEN support
  - using pupil questionnaires
  - monitoring by the SENCO
  - holding annual reviews for pupils with EHC plans
  - getting feedback from the pupil and their parents/carers

### 11.6 Financial Resources

- For children with an EHCP, the school receives top up funding based on a child's need. The Local Authority uses a banding system, which determines how much funding is allocated 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.

### 11.6 Expertise and training of staff

- Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## 12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services through the Learning Hub
- Wellbeing in Mind Team (WiMT)
- Emotional Wellbeing Worker
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

## 13. Admission and accessibility arrangements

### 13.1 Admission arrangements

- If your child has a known special educational need but does not have an EHCP, you would apply for a school place using the usual admissions process. We would always recommend that you read the SEN information report, visit the school and talk to the SENDCo prior to your child starting. This is so that you can get a flavour of the ordinarily available provision, the values of our school and so that you can discuss any reasonable adjustments that your child may require.
- If your child has an EHCP, you would request a school place through the annual review process or ask for support from the York SEN team. The school will be consulted by the Local Authority, who will ask us if we feel our setting is compatible with your child's need/s. The York admissions policy states, 'The admission of children with an Education, Health and Care plan is covered by different admission regulations. Following negotiation, once a school has been named, a place will be offered.'

allocated for these children before considering other applications.’ Again, prior to naming our school we would strongly advise that you read the SEN information report, visit the school and talk to the SENDCo.

- Where there is an available space and more applications for a place than places available, priority is given to certain categories of children. Please see the York CYC admissions policy for further information.

### 13.2 Accessibility arrangements

- At Clifton Green we ensure that all children are given the same opportunities and ensure that our environment is accessible to all. Our school is fully wheelchair friendly and we have a hygiene suite available. For further information please look at our school’s accessibility plan which can be found on our school website.
- This includes information on how we:
  - Increase the extent to which disabled pupils can participate in the curriculum
  - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improve the availability of accessible information to disabled pupils

## 14. 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. For external advice and support around complaints procedures regarding SEND, the SENDIASS team is available through the following link: <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>.

## 15. Links to other policies and school documents

- SEN Information Report
- Accessibility Plan
- Equality, Diversity and Inclusion Policy
- Behaviour Policy