



Special Educational Needs and Disabilities (SEND) Policy

This SEND policy is in line with the Code of Practice (0 to 25) 2014.

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Part Time SENDCo	Mrs Lyn Powell
SENDCo	Mrs Becky Wood
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SLT / SEND Advocate	Mrs Becky Wood/ Mrs Lyn Powell
Pastoral Support	Mrs Lynn Wilson
SEN Governor	Mrs Carol Tindall

Abbreviations

CoP	Code of Practice
SEND	Special Educational Needs and / or Disabilities
SENCo	Special Needs Co-ordinator
TA	Teaching Assistant
EP	Educational Psychologist
SALT	Speech and Language therapy
OT	Occupational therapy
LAC	Looked after children
PP	Pupil premium
FSM	Free school meals
CPOMS	Child Protection On-line Monitoring System

Mission Statement

To deliver the highest educational standards enabling all children and adults to grow, learn and work together in a caring atmosphere where laughter, respect, trust and harmony are highly valued.

Aims and Values

The school community:

We will foster and develop self-confidence and self-esteem in all our pupils so that they can use their individual skills and personal talents to make a positive contribution to the school. We will provide a happy, secure and safe environment in which all adults and children can take pride in the school and wider community environment in which they all work together.

Learning:

We will offer learning experiences for all children, which are both challenging and stimulating. We will provide an inclusive curriculum where positive attitudes of hard work and resilience are developed so we can maximise the personal achievements of every child. We will help all children to develop lively, enquiring and creative minds.

Life skills:

We will help our children to show respect, understanding and tolerance of all different groups in our society, so that can they listen to and be able to value the views of others. We will help them acquire the knowledge, skills and understanding which they need to adapt to a rapidly changing world, so that they can eventually take their place in that society as young adults.

Our Philosophy**School believes that:**

- The teaching of all pupils in school is the responsibility of all staff.
- There must be high aspirations for every child in our school.
- All our children must have access to a broad and balanced curriculum, where their personal outcomes can be measured.
- Teaching and learning in school will be adapted to meet the learning styles and to support any identified needs of our learners.
- All staff will have access to training which will support them to identify and to support a wide range of needs in school.
- Early and accurate identification of areas of need is essential.
- Parents will be involved in the education and support of their children. They will be partners in supporting their children in school.
- We will keep provision for pupils with SEND flexible and regularly reviewed.
- Whenever possible we will seek the views of our children with SEND to help us to understand what their wishes and views on school are.
- Through the SEN Governor and SLT, governors will have access to all key information about interventions, school's data and tracking, so they can monitor the real effectiveness of SEND provision throughout school.

Principles of the CoP (0-25) 2014

Outlined in the 2014 CoP there are now four identified areas of special educational needs. As a result, special educational needs and provision can be now considered as falling under these four broad areas

Communication and Interaction**Cognition and Learning****Social, Mental and Emotional Health****Sensory and/or Physical**

A child is defined as having a Special Educational Need or a Disability (SEND) if:

1. They **have a learning difficulty** for which they require additional support. This means they have significantly greater difficulty in learning than the majority of children of the same age.
2. Or they **have a disability** which prevents or hinders them from making use of educational facilities which are provided for children of the same age, in a mainstream school.

Support for these children is additional to or different from provision generally made for children of the same age (CoP 2014)

The four identified areas of need from the CoP 2014 outlined above should then be seen as an overview of needs which schools should plan for.

In Cayton School we recognise that children may fall under just one category of need or have needs in more than one area. They may have a need / needs for a certain period of time or throughout their school life. Every child is assessed according to their personal needs and provision is put in place for them. We follow a whole child, whole school approach which may include supporting learning, physical, social / communication, medical or personal needs.

Cayton School supports any SEND child in all aspects of need which have been identified.

Other Groups

At Cayton School we also realise that certain other things, while not SEND, do affect children's progress and attainment. Therefore, we group and monitor some children under the heading Vulnerable, FSM or PP children. These children are identified on every class teacher's short term planning and form part of whole school data collecting and Pupil Progress Meetings. Vulnerable children's attainment data is collected TWICE a term to ensure they are very carefully tracked.

Points To Note About Vulnerable Children Who May Not Be SEND

- Disability (we have a reasonable adjustments duty) but some of these children are not SEND children.
- Attendance and Punctuality – school monitors attendance daily / discusses any issues around this with parents / carers as needed.
- Health – some children have Medical Care plans eg for epilepsy / allergies. Depending on their specific medical needs, some children may at times receive education off site.
- Regular staff training is given to support these plans throughout school.
- EAL-school has in the past worked with us and will make provision for any EAL children who join us.
- Pupil Premium children – are listed on STP of every class and data collected twice a term to monitor their progress.
- LAC children – will be supported by school working closely with the LAC team and the child's carers or foster carers.
- Service family children – are known to school and staff.

Procedures and Responsibilities

The Headteacher has the overall responsibility for the provision and progress of children with SEND.

Class Teachers are responsible for the development and progress of ALL pupils in their class, including those with an identified SEND, even when some children already have support from teaching assistants or outside specialist staff. Through our class teacher's continuous circle of planning, teaching and assessing they are strongly placed to monitor and support children in their class in areas of learning and personal development. We use high quality teaching and carefully differentiated work within this as the first stage of support for children who may have SEND.

However, if, despite high quality teaching, a child is identified as not to be making adequate progress, the class teacher will discuss this with parents and SENDCo Extra provision or support may be put in place. They will talk about possible assessments and other support which could help to identify any SEND or look for an intervention to use This information will be recorded on a **SHORT NOTES / CONCERNS FORM** Actions or support are put in place within class for a short time. If this resolves the difficulty then no further action is needed though the class teacher will continue to monitor the child closely.

If, despite high quality teaching and actions on the concerns sheet being put in place there are still worries, the class teacher will consider creating **an Assess Plan Do Review Plan for that child**. Parents/ carers are invited to talk about this support and give their suggestions for things to add to the plan. **They will be informed that at this stage their child will be placed on the SEND register.**

Parent's consent for their a child to be placed in any intervention group will come from this meeting Likewise, any assessments by outside agencies will be talked over with parents before they are undertaken.

- All the interventions which are used in school have been researched or trialled and have results to show that children taking part in them generally make good progress.
- Our interventions are timetabled and children taking part are assessed before starting the programmes. At the end of the agreed period, another assessment will take place and the child's progress recorded.
- The class teacher, SENCo and parents will then look at the outcomes of this support for the child, review these and plan the next steps of support.

These discussions will form the Assess Plan Do Review Plan for the next term or if good progress has been made, the child will cease to have a plan but will continue being monitored by the class teacher.

Then if a child goes on making little progress, despite the support outlined above which is well tried and has been matched to their area(s) of need, school will discuss **making a referral to one of the locality based SEND hubs (NYCC)**. All such referrals are discussed with parents and agreed before they are undertaken Advice from outside agencies will be added to the support plan and worked on in school.

This is our graduated approach called SEN support as outlined in the CoP 2014

For some high needs children, even when all the above have been put in place and monitored, parents and school will decide that further funding and support is necessary so the child can be supported to make the best personal progress which they can. **At this stage an application for an Education Health Care Plan will be submitted.**

Each class teacher has a folder holding current and past SEND and support information about children in their class. School also records all information and contact with parents, linked to SEND on CPOMS.

The SENDCo is responsible for:

- Co-ordinating SEND support right across the school and for the day to day operating of the SEND policy.
- For advising on or discussing the graduated approach to SEN support with class teachers and other adults such as TA's.
- Communicating with parents of children with SEND and be a key point of contact in school for all outside agencies and their staff.
- Communicating with SLT the SEND budget and the use of other resources, so that they meet identified needs in school.
- Monitoring all the interventions in school and will take account of their success and the value for money they give when reviewing them.

The SEN Governor will:

- Meet regularly with the SENDCo and SLT to discuss SEND provision, SEND policy, SEND and vulnerable groups tracking data.
- Be champion for the needs of all children in school with SEND.
- Will observe interventions in school to gain understanding of how these work and may visit classes to monitor SEND provision.
- Will be a key person in evaluating how effective SEND provision throughout school is.

Whole School Approach to SEND

- All staff hold up to date information about children with any additional needs.
- Class teachers / TAs and SENDCo talk regularly about children's work and the progress which they are making.
- Children are shown the personal progress they have made whenever assessments are done and this information is also shared with parents.
- All pupils have targets that they are individually working towards.
- All pupils are actively encouraged to join in all extra-curricular activities.
- Whenever possible support for SEND children is provided for them alongside their peers.
- Support in school is tailored to allow all children to access any statutory tests if their level of working is appropriate for them to do so.
- Staff will receive training related to the identified SEND needs in school.
- The complaints procedure is available to all parents on request.
- The school SEN information report is available on the website.

Individual Support For Pupils

- Interventions will be put in place where needed, regularly monitored and evaluated.
- Outside agency support may be requested from one of the locality based SEND hub (NYCC).
- Regular meetings will be held with parents of children receiving additional and different support and those supported by outside agencies.
- Parents will be given support by class teachers and SENDCo to access all the appropriate support for their child or to support particular needs.

- Additional support for in school or school to school transitions will be put in place.
- Some pupils may have medical care plans, individual agreed ways of accessing or recording their work each day, EHCP care plans or be supported by the school's pastoral teacher.
- The SENDCo will be qualified and attend training to be skilled in carrying out statutory duties eg, completing EHC plans, attending LAC meetings, organising review meetings and other such duties.
- TA's will be trained in key interventions and also in areas that will support specific SEND needs currently in school.

Supporting children with SLCN needs

In 2016, Cayton School joined a partnership with four other local schools to develop bespoke SLCN support. Each child is initially assessed through the Language Links programme and then, if needed, supported through a bespoke intervention. Parents/carers will be made aware by their child's class teacher if they are part of the intervention.

Since September 2017, Chatterbugs SaLT have been working with School. This allows assessments of individual, identified children to be undertaken here in school and then follow up programmes and support can be provided through work in classes, with TA's or individual sessions with the SALT therapist. Class teacher / SENCo will ensure that parents/carers are aware of any referral made to Chatterbugs and of the outcome.

Supporting Children with Medical Needs

As a school we recognise that pupils at school with medical conditions should be supported so that they can have full access to education, including PE and Educational Visits. School will comply with the requirements of the Equality Act 2010 for all disabled children.

These children may have an EHC (Education, Health and Care Plan) which will pull all their individual needs and the provision for them together. In other cases they may simply have an identified medical condition, but no SEND

In school, children with medical care plans are known to all staff and school regularly seeks updated training so that these children can be safely cared for in school and during out of school activities eg use of an Epipen, symptoms of anaphylactic shock, updates on managing epilepsy.

Monitoring

Children with SEND are monitored by class teachers, who are all teachers of children with SEND (CoP 2014) through the whole school system of termly tracking, discussions at Pupil Progress Meetings, and by the SLT through the regular whole school process of monitoring.

However some additional monitoring of vulnerable groups of children or children with SEND will also take place to support them in making good progress.

- Vulnerable groups, identified on class teacher's STP, are tracked half-termly to monitor progress.
- Additional reading tests may be carried out to track the progress of individual pupils or intervention groups to show their progress.

- All interventions will be evaluated to monitor their effectiveness and to look at ratio gain and/or progress made by the group.
- Children with EHC plans (or Statements) will be supported as outlined by statutory reviews and regular meetings with agencies and parents.
- Some children may have personalised timetables or task boards to show their daily support.
- Pupil and Parent voice will be sought to monitor SEND support in school.
- Feedback from OFSTED and other agencies will inform school.
- Children with SEND will be given a personalised plan of achievable targets. This is referred to as their SEND support plan (Assess Plan Do Review)
- Children's SEND support plan will be stored on CPOMS

Other Responsibilities

DSL: Mrs Becky Wood

DDSL: Mr Michael Taylor/ Mrs L Powell

Teacher Responsible for LAC: Mrs Lyn Powell

Teacher Responsible for Children with Medical Needs: Mrs Lyn Powell

All our school TA's have SEN Responsibilities:

Mrs Tracy Beswick
Mrs Elaine Brown
Ms Sam Bulman
Mrs Lisa Gavin
Mrs Samantha Gough
Mrs Katherine Lester
Miss Kirsty Stacey
Mrs Mandy Wilkinson
Mrs Lynn Wilson
Mrs Julie Brannan
Miss Sophie Trotter

This SEN policy is in line with the CoP (0-25) 2014 and takes a full account of Equalities and Accessibility policies.

Discussions were undertaken over time between the Headteacher, SENDCo and SEN Governor when writing the SEND Policy.

Date: May 2021

Review: May 2022