

	<b>SLINGSBY SCHOOL</b>  <b>Special Educational Needs Policy</b>	<b>Date for Review</b>
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## 1. Our Ethos

At Slingsby each child in our school is valued and encouraged to achieve in a holistic environment; in a happy, secure, family environment. We will provide access to a high quality education, ensuring firm foundations upon which our children can build their lives. We will further raise standards through a close partnership between school and our families in a relationship that always puts the needs of our children at the heart of all we do. We recognize every child as an individual, promoting self-esteem, independence, respect and responsibility. We encourage children to be proactive in their learning by helping them to understand what they are good at and what they can do to get better. We promote a ‘can-do’ culture, and teach children that making mistakes can help us learn.

We have high expectations of ourselves and we encourage high standards in all that we do.

At our school we value:

- Honesty, fairness and trust
- Kindness and consideration for others
- Politeness and good manners.

Our school actively supports and promotes equal opportunities for all children regardless of background, ability, gender or race. It is our policy to be inclusive rather than exclusive and we will celebrate the successes of all our children. We believe in the unique value of individual human beings.

## 2. The School Special Needs Register and monitoring lists.

“Mainstream schools must use their best endeavours to make sure that a child with SEN gets the support that they need”

(Code of Practice 2014, Para 6.2)

The Code of Practice (2014), defines a pupil with SEN as having a significant learning difficulty or disability which requires provision which is additional to, or different from, provision made generally for pupils of the same age. These pupils are identified on the school SEN register using the Code ‘K’ (SEN support).

For a small number of pupils, additional support is prescribed by the local authority through the provision of an Educational Statement. These are currently being phased out and replaced by Education, Health and Care Plans (EHCPs). Both documents will be reviewed annually, in line with the statutory guidance.

In addition to the pupils formally identified as having a Special Education Needs, there may also be a group of pupils in the school who have literacy, numeracy or emotional needs that require some adjustments made to lessons, including the use of differentiated resources, or access to an intervention programme. These pupils are identified on an internal SEN monitoring list and their progress is also monitored by the SENCO.

### 3. Responsibilities

“High Quality Teaching is the first step in responding to pupils who have SEN”  
(Code of Practice 2014, Para 6.37)

All teachers are responsible for the progress and development of all pupils in their class. The **class teacher** will work with their **Teaching Assistant** in order to provide an appropriate education for all pupils, including providing the necessary resources and support within the classroom.

Where staff have concerns about the academic or social progress of a pupil, they should discuss that concern with the **Head Teacher** and **SENCO**.

The school will then follow the **Assess – Plan – Do – Review** approach as outlined in the Code of Practice:

Initial Assessment by the **SENCO** of a pupil causing concern could include some or all of the following:

- Discussions with relevant staff within the school
- Observation of the pupil in academic or a social setting as appropriate
- Discussions with parents
- Scrutinising of academic progress data.
- Scrutinising of work in numeracy and literacy books.
- Additional testing using standardised tests.
- Discussion with other educational and childcare setting that may be working with the pupil (eg Pre-school settings, after school clubs etc)
- Discussion with external professional partners that may be working with the pupil or family (eg School nurse and other health professionals, Childrens and Families Services)

As a result of the assessment process, consideration will be given to the need for the plan of action to include one or more of the following:

- Alternative approaches within the classroom
- Additional individual or small group intervention
- Referral to an external agency for additional advice or support.

Following this process, and depending on the planned next steps, the pupil will either be placed on the SEN register or the internal monitoring list. Their progress will then be monitored by the **SENCO** on a regular basis and at least half termly. Actions taken to review the plan will again involve some or all of the assessment tools listed above and plans adapted accordingly if expected outcomes are not being achieved.

The **Governing body** will evaluate the work of the school with regard to pupils with SEN as part of its ongoing commitment to monitoring and improving the school. This overview will include monitoring the data for groups of vulnerable pupils, undertaking learning walks within school and challenging the Head Teacher and SENCO through informed questioning. As part of their commitment to the provision for pupils with SEND, the governing body will appoint an SEN governor who will take responsibility for this monitoring.

#### **4. Monitoring and Assessing Progress of pupils with SEN**

Pupil progress will be monitored using the whole school assessment system. SENCO academic monitoring of all pupils will focus on progress in reading, writing and numeracy. Literacy progress is also be monitored using standardised reading and spelling tests. Additional standardised tests are available within the school and to the SENCO for more in depth testing of literacy difficulties and for monitoring the effectiveness of interventions.

The provision and progress of pupils with Special Educational Needs will also be monitored through learning walks, lesson observations and work scrutinies carried out by the Head Teacher and the SENCO. In addition to academic progress, this monitoring will also focus on the social and emotional development of targeted pupils

#### **5. The Code of Practice and SEN Information report**

The policy outlined above aims to meet the statutory responsibilities as laid out in the SEN Code of Practice (2014) and is subject to regular review.

The Code of Practice also requires Schools to publish an SEN Information Report that is reviewed yearly. The information report will provide the most up to date information on:

- Universal (classroom provision)
- Expected progress
- Additional adult (TA) support
- Interventions used within the school
- Support available from other agencies
- Communication with parents

This report is available on the School Website.

**Signed:**

**Date:**