

Acklam Whin Primary School

Special Educational Needs and Disabilities Policy

Reviewed: November 2016

Acklam Whin Primary School Special Educational Needs and Disabilities Policy 2016

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Section 1: Aims and Definition of SEND

At Acklam Whin there is a commitment to high achievement and to providing all children with a quality education, appropriate to their individual needs.

“...always a chance for everyone”

Our objectives are:

1. To identify and provide appropriate support for pupils who have SEND
2. To work within the guidance provided by the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically whatever their ability, gender, ethnic origin, social background or disability by having access to a broad, balanced, relevant and differentiated curriculum with high expectations.
4. To enable all individuals to achieve by actively creating a support structure, involving children in their learning and promoting positive partnerships with parents.

As outlined in the SEND Code of Practice 2014:

All children and young people are entitled to an education that enable them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

Children have Special Educational Needs or Disabilities where their learning difficulty or disability calls for special educational provision, namely provision which is additional to or different from that which is generally available to children of the same age and is within the four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional or mental health
- sensory and/or physical

A child will not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he or she is taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop functional use of the language. If a child is experiencing difficulties which appear to more than language based, then school will follow the graduated SEND approach as detailed later in the policy and may arrange for further assessments to be carried out, in discussion with parents.

Section 2: Roles and Responsibilities: The Inclusion Team, SENDCo Role, SEND Governor and Head Teacher

In our school we feel that our Inclusion Team approach is the most effective way that we can ensure that the needs of our children are met.

The **Inclusion Team** is currently comprised of the following members.

- **Mrs N. Marshall: Designated SENDCo** (NASC Award): responsible for **Special Educational Needs and Disabilities** through the operation of the Special Educational Needs Code of Practice.
- **Miss D. Tarran: Assistant SENDCo** (NASC Award): responsible for supporting **Special Educational Needs and Disabilities with a focus on Speech and Language** through the operation of the Special Educational Needs Code of Practice
- **Miss R. McMaster, Deputy Head Teacher**: responsible for pastoral monitoring of children with **Special Educational Needs in Social, Emotional and Mental Health, Physical Need and Health** through the Special Educational Needs Code of Practice.
- **Miss C. Todd**: responsible for **Attendance and Pupil and Parental Engagement**
- **Mrs J. Short**: Designated Teacher: responsible for **Looked After Children, Child Protection and Attendance and Pupil and Parental Engagement.**

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- **Mr. D. Gamble, Head Teacher:** responsible for issues directly relating to **Attendance, Ethnic Minority support and Racial Equality and Incident Monitoring**, and, of course, the overall functioning of the Inclusion Team.

The Role of the Designated SENDCo

The Inclusion Team form a significant part of the Strategic Leadership Team of the school and are able to represent SEND in all decision making and strategic planning. The SENDCo for Acklam Whin Primary School is **Mrs N. Marshall** (NASC Award).

The SENDCo will:

- Work in conjunction with staff to identify and monitor children with SEND
- Work in conjunction with staff to co-ordinate provision and manage any support staff
- Oversee the SEND records of all children on the school's SEND register
- Arrange for further assessment and/or the involvement of external agencies as appropriate
- Liaise with external agencies e.g. Educational Psychologist alongside parents and staff
- Work closely with parents, together with the class teacher and Team Leader, as appropriate;
- Work with the Inclusion Team to monitor and evaluate SEND practices and procedures and outcomes for children including identifying areas for improvement; drawing together a whole school picture of the effectiveness of school practice;

The Designated SENDCO has appropriate non-contact time.

The Responsibilities of the Head Teacher and Designated SEND Governor

The Head Teacher and SEND Governor will:

- support the team in carrying out their work to a high standard;
- promote high expectations and monitor and evaluate the quality of teaching, learning, attainment and progress;
- ensure that SEND allocation in the budget enables, as far as possible, the team to meet its objectives and by doing so raise standards in the classroom;
- ensure commonality of practice in line with school policy.

Section 3: Identification, Assessment and Provision for all pupils with SEND

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance and progress in relation to national and school expectations. These judgements are regularly discussed within Team Meetings and Pupil Progress Reviews, with the Head Teacher. There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is deemed as not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Each class teacher has responsibility for the educational and pastoral care of the children within his/her class. The class teacher, therefore, is usually the first person to identify the child who is not making adequate progress. The importance of the class teacher in identifying a concern and responding to that concern is paramount.

We also identify SEND through:

- information gathered directly from parents
- data gathered from in school assessments
- recommendations from other professionals and external agencies

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In line with the Special Educational Needs Code of Practice 2014, our school employs a graduated approach to implementing provision for pupils identified as having Special Educational Needs and Disabilities. At all stages of the process, pupils and their parents will be encouraged to fully participate and support the provision, progress and outcomes for their child. This graduated approach has four stages which form a cycle: assess, plan, do, review.

Section 4: Levels of Identification of SEND

Level	Triggers	Process
Pre Code of Practice Monitoring/Vulnerable Pupil	Teachers' or others' concern, underpinned by evidence from monitoring (Assess, Plan, Do, Review cycle), about a child who, despite receiving differential learning opportunities, makes little or no progress over an identified period of time. Discussions held at Team Meetings and Pupil Progress Reviews	<ul style="list-style-type: none"> • Areas of need will be established by Class Teacher/Team • Advice from SENDCo/Inclusion team sought if necessary • Discussions with parents • Further teaching strategies and differentiation of the curriculum will be initiated through Quality First Teaching • Wave 1 support • Short term Wave 2 support
SEN Support	After a period of monitoring (Assess, Plan, Do, Review cycle), if a child: <ul style="list-style-type: none"> • continues to make little or no progress over a longer period despite Quality First Teaching and targeted Wave 1 interventions • is working at curriculum levels substantially below that expected of a child of similar age • has sensory and/or physical needs and requires specialist equipment or regular advice or support from a specialist service • has on-going social, emotional or mental health needs which cause substantial barriers to learning • has on-going communication and interaction difficulties which cause substantial barriers to learning 	<ul style="list-style-type: none"> • Discussion with SENDCo/Inclusion Team • Further discussion with parents and pupil using SEND Tracker document to track progress. • Child added to school's SEND register. • Specific, targeted support will be initiated and the monitoring of progress (Assess, Plan, Do, Review Cycle) recorded on an individual SEND tracker. • Further assessments may be arranged. • Referral to external agencies may take place in liaison with parents e.g. Educational Psychologist • Wave 2/3 support as appropriate.
SEN Support - Higher Needs	As above but where the child's complex needs require significant additional support to enable them to access the curriculum and environment of a mainstream school, as outlined by Middlesbrough LEA Higher Needs Funding Matrix.	<ul style="list-style-type: none"> • SENDCo will work in conjunction with relevant staff, parents/carers and external agencies to collect evidence to support an application for Higher Needs Funding. • A Higher Needs Funding application will be submitted to Middlesbrough LEA SEN Support Team. Currently, this takes place on a bi-annual basis.
Education, Health, Care Plan (EHCP)	If a child: <ul style="list-style-type: none"> • continues to make little or no progress in relation to specific targets. • continues to work at curriculum levels substantially below national and school expectations • requires specialist equipment or regular specialist support • has significant and complex needs which continue to cause substantial barriers to their 	<ul style="list-style-type: none"> • SENDCo will work in conjunction with relevant staff, parents/carers and external agencies to collect evidence to support an application for an EHCP assessment and also put in place a SEN Support plan using the LEA document. • SENDCo will work in conjunction with staff, pupil, parents and external agencies to follow the EHCP

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	<p>progress within the four broad areas of need</p> <ul style="list-style-type: none">• may need access to a more suitable educational setting <p>It may be decided, in discussion with parents and multi-agency meeting that there is a need to apply for an EHCP assessment.</p>	assessment pathway.
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Section 5: Children with Education Health Care Plans (EHCP)

Where the Inclusion Team makes referral for an EHCP assessment to the LEA, the child will have demonstrated significant cause for concern. Parents will be consulted as part of an on-going dialogue. The EHCP Pathway will be followed (**See Appendix 1**) and school will put in place the recommendations which are agreed to using a SEN Support plan to record agreed desired outcomes and provision for the child. Children with an EHCP will have an annual review meeting where all stakeholders will be invited to attend and review the EHCP. At the review of Year 5 pupils, provision required at the secondary phase should be considered. The SENDCo of the receiving secondary school should be invited to the final review in primary school.

Section 6: Levels of Support within School

Within our school, each year group has the capacity to organise support and differentiation flexibly in response to pupils' needs. Work is clearly differentiated and groups are supported at appropriate levels to provide the opportunity to succeed while still ensuring challenge and high expectations. As shown below, are examples of a number of strategies that are used throughout the school to provide different levels of additional support and differentiation as need arises. The impact of this support and differentiation is monitored by the class teacher and teaching teams and by the SENDCo/Inclusion Team as appropriate.

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<p>Quality First Teaching Wave 1 Support</p>	<p>Regular in-class support from an adult Differentiated curriculum/resources/activities within class Small group English/Maths Support BLAST Talk Boost Speech and Language Therapy Service Speech and Language Support Assistant In School Inclusion Support Parent Support Advisor Short Term Handwriting Support</p>
<p>Wave 2 Support Usually small group or individual support for an identified time period.</p>	<p>The Bungalow Project Play Therapy Higher level of In School Inclusion Support Numbers Count FFT Wave 3 Better Reading Toe by Toe Word Hornet/Word Wasp Direct Phonics Short term 1:1 boost focused on specific targets Additional English/Maths Support focused on specific targets Longer term T Rescue support Outreach Support REACH Harbour SENDCo/Inclusion Team Support Inclusion Support/Cleveland Unit</p>
<p>Wave 3 Support Usually additional individual support for an identified time period and/or the involvement of outside agencies.</p>	<p>Additional targeted support as in Wave 2 support CAMHS SENDCo/Inclusion Team Support Occupational Therapy Educational Psychologist Overfields Speech and Language Hearing/Visual Services</p>

Additional to learning targets which are set for all children, pupils identified on the school's SEND register have additional targets and support tracked using the schools SEND Support Tracker (**Appendix 2**). These documents are managed by the class teacher and are regularly updated in liaison with any adults who work with the pupil. In addition to ongoing dialogue and involvement, termly reviews are also conducted with the pupil, as appropriate, and parents/carers. Key points of these discussion are also recorded as part of the SEND Tracker. This provides an opportunity for all stakeholders to review progress and identify next steps. The SENDCo and Assistant SENDCo also reviews these documents. All SEND documents are stored securely electronically and as a hard copy, as appropriate, access to which is via the Inclusion Team.

Section 7: External Support Agencies

The Inclusion Team can arrange for consultation with a specialist or external agency if deemed appropriate and with parent/carer consent. These may include:

- The Local Authority SEN Team
- Educational Psychologist
- Specialist teacher in English and Maths assessments.

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- Speech and Language
- Specialist teachers
- Occupational Therapy
- Physiotherapists
- Behaviour Support
- Parental Support Advisor
- Child and Adolescent Mental Health Service (CAMHS)
- The Bungalow Project
- Forget Me Not – bereavement support
- Hearing Impaired Service
- The Cleveland Unit
- Beverley School
- Holmwood School
- School Nurse
- REACH
- Harbour

These external agencies should advise staff about targets, provide specialist assessments and advice regarding the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents/carers will be fully informed about any assessment outcomes or programmes of support that are put in place. Strategies to support their child's need at home will also be shared and supported by the specialist or school.

When external agencies are involved in within-class support or withdrawal, as determined by the Inclusion Team/SENDCO and class teacher in co-operation with the agency involved, every effort will be made to make their support as effective as possible.

Section 8: Supporting pupils with Medical Conditions

At our school we recognise that pupils at our school with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, school will comply with its duties under the Equality Act 2010.

Section 9: Supporting pupils with Disabilities

At our school we recognise that not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of specialist equipment such as a hearing aid, use of visual aid equipment, a wheelchair etc. Teaching teams will take action in their planning to ensure that these children are enabled to participate as fully as possible in the curriculum and assessment arrangements within our school. Acklam Whin is a fully accessible school. Please see our Accessibility Policy for further details.

Section 10: Transfer arrangements and links with Secondary Schools

The majority of our children feed into Acklam Grange School and Macmillan Secondary Schools. During the Summer Term SEND staff from the secondary schools meet Y6 teachers and discuss children's needs and any transfer information. SEND files are transferred towards the end of the Summer Term. Additional SEND transfer meetings can be arranged between parents and the secondary school with support from the SENDCO or Y6 team if necessary. Relevant staff from the secondary school will be invited to attend any annual review meetings for Y6 children with EHCP.

For further information regarding transition between year groups within school, please see our School Information Report (**Appendix 3**)

Section 11: Training

Professional development for all staff at Acklam Whin is an ongoing priority and all staff are expected to ensure their continual development in all areas including supporting children with SEND. In addition to regular whole staff training and development, specific training is identified as need arises. This is aimed at relevant staff members with an expectation that they share their learning to support the development of others. The SENDCo or relevant member of the Inclusion Team will keep staff updated with any policy and procedure changes concerning SEND. For further details regarding recent or planned staff development regarding SEND, please see our School Information Report (**Appendix 3**)

Section 12: Partnerships with Parents and Carers

As previously mentioned, our school believes in the importance of building a positive, effective relationship with parents and carers and will endeavor to:

- Provide clear, accurate information regarding a child's SEND and the purpose and outcomes of any assessment, targets or additional support.
- Ensure that parents are provided with the opportunity to be partners in their child's progress via their discussions with the class teacher and, where appropriate the SENDCo or relevant member of the Inclusion Team.
- Inform and gain consent from parents before involving any external agencies for additional advice or assessment.
- Outline provision in the School Information Report (**Appendix 3**).

Section 13: Monitoring and Evaluating

The SENDCo and Inclusion Team evaluate the school's SEND provision on a regular basis as part of on-going practice and the School Improvement Plan. SEND updates are an ongoing part of our Senior Leadership Team Meeting Agenda, providing regular opportunities for review and discussion. The Designated Governor is kept informed about SEND developments, policies and procedures via governing body meetings as well as ongoing dialogue with members of the Inclusion Team.

The SENDCo has appropriate release time to allow for monitoring and evaluating provision, supporting staff and pupils and talking to children about their progress.

The progress of each child on the SEND Register is tracked termly to both analyse the progress of individual children and to look at progress across the entire school. Class teachers have a key role in monitoring the progress and achievement of all children.

Section 14: Arrangements for considering complaints about special educational provision within school

Initially these should be referred to the class teacher and/or Team Leader and a meeting will be arranged to discuss the issues.

Depending on the outcome of this meeting, referral would be made to the Designated SENDCo or relevant member of the Inclusion Team.

If the issue cannot be resolved, the parent would be informed of the name of the governor with the responsibility for monitoring the SEND policy and the name of the LEA identified/nominated persons who could help them deal with their issues.

As we aim to ensure that parents/carers and child are fully involved in the whole process of progress and achievement and are aware of how vital we feel their contribution to this process is, we hope that we can resolve any difficulties or complaints within the school.

Section 15: Success and Review of the Policy

The success of this policy can be judged by:

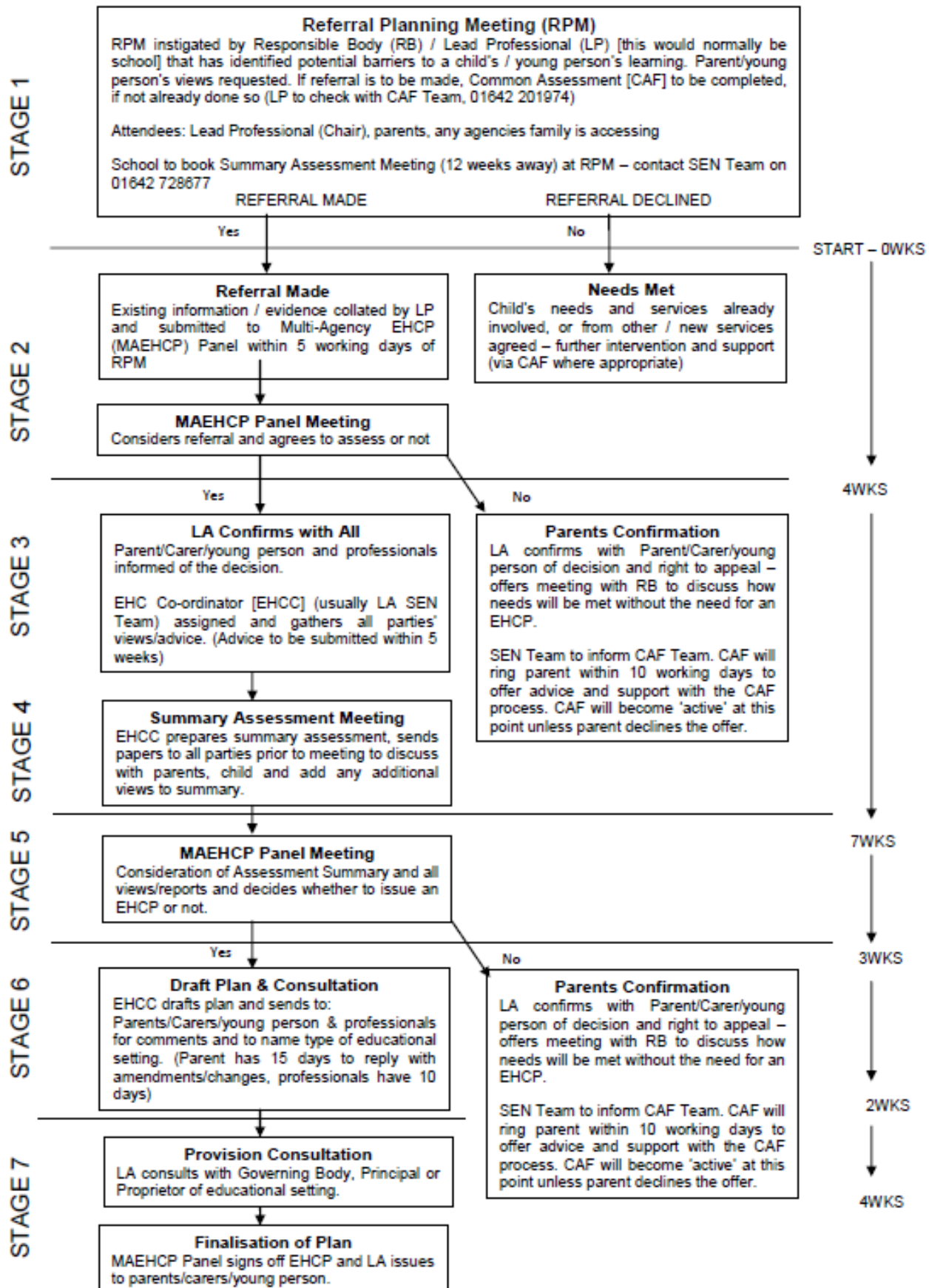
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- Pupils with SEND are assessed using the school's Pupil Tracking Assessment Profile.
- The achievement of pupils against their individual targets.
- Pupils, where appropriate, and parents are involved in setting and reviewing their targets.
- The Designated SENDCo's evidence of monitoring and evaluating the school's policies and procedures.

This policy is reviewed annually by the SENDCo, Inclusion Team and Governing Body.

Appendix 1: EHCP Pathway

EDUCATION HEALTH & CARE PLAN [EHCP] PATHWAY



Year Group: _____ Class Teacher: _____ Additional Support: _____ What is important for NAME? What is important to NAME?	
School Ongoing Support and Provision Strategies:	
Parents/Carers and Pupil will:	
Autumn Identified Need/Target S.M.A.R.T.	Progress Plan, Do
Review discussion comments including Parents/Carers & Pupil:	
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Spring Identified Need/Target S.M.A.R.T.	Progress Plan, Do
Review Comments including Parents/Carers & Pupil:	
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Summer Identified Need/Target S.M.A.R.T.	Progress Plan, Do
Review Comments including Parents/Carers & Pupil:	
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Transition:	

Appendix 3: School Information Report

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School Information Report

Identification of Needs

How does the school identify children with Special Education Needs and Disabilities?

At Acklam Whin we have a number of strategies for identifying Special Educational Needs and fully involve parents at every stage.

- ❖ Ongoing assessment and monitoring by class teachers and teaching teams
- ❖ Pupil Progress Review Meetings held with the Head Teacher
- ❖ Information directly from Parents/carers or pupils
- ❖ Direct recommendations from other professionals
- ❖ If required, school will bring in external professionals to further assess and give recommendations for appropriate provision.
- ❖ Please see Acklam Whin SEND policy for further details.

How do we involve parents in planning for those needs?

- ❖ The class teacher is the initial point of contact for responding to parental concerns.
- ❖ Parents are also welcome to discuss concerns with a member of the inclusion team
 - Mrs Nicola Marshall – Special Educational Needs and Disabilities Co-ordinator (SENDCo)
 - Miss Dawn Tarran – Assistant Special Educational Needs and Disabilities Co-ordinator with a focus on Speech and Language (Assistant SENDCo)
 - Miss Ruth McMaster, Deputy Head Teacher – pastoral monitoring of children with Special needs in **Social, Emotional and Mental Health**
 - Mr Darren Gamble, Head Teacher - Ethnic Minority support and Racial Equality and Incident Monitoring
 - Miss Claire Todd – Attendance and Pupil and Parental Engagement
 - Mrs Jodie Short – Designated Teacher – responsible for Looked After Children, Child Protection and Attendance and Pupil and Parental Engagement
- ❖ For pupils on our Special Educational Needs and Disabilities register, termly reviews take place between parents/carers and class teachers to review progress against a pupil's individual targets as detailed in their SEND Support Tracker.
- ❖ Parents/carers are also fully involved in the support of any external specialists such as Speech and Language, Educational Psychologists etc. A member of our Inclusion Team acts as the key point of contact between all stakeholders in these cases.
- ❖ Our school promotes excellent home-school relationships and all parents are actively encouraged to participate in ongoing dialogue with class teachers and key members of staff regarding their child's progress and well being.

Support

Who in school will support my child and how will this be monitored? How are decisions made about the type and amount of provision a young person will need?

At Acklam Whin, all children are taught a broad and balanced curriculum through quality first teaching. Where children require extra support, resources or extension materials this will be provided wherever possible.

- ❖ All teachers at Acklam Whin have a responsibility for the teaching, monitoring and evaluating of pupils with SEND. This is the first principle of the New Code of Practice. In class provision will be organised and provided by the class teacher through:
 - careful planning which takes into account the needs of all the children;
 - strategic help, with the teacher targeting tasks for pupils who need more input or guidance;
 - work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources;
 - arranging additional small group or 1:1 intervention work to target a specific area of need;
 - monitoring and evaluating the effectiveness of the provision for all pupils and adjusting provision accordingly;
 - creating individual targets and organising required support for the pupil as detailed in their SEND Tracker.

- ❖ The SENCo, Mrs Nicola Marshall, oversees the overall monitoring and evaluation systems in place for progress and provision for all pupils on the SEND register.
- ❖ In some cases, referrals will be made, with parent/carer consent, to external agencies or specialist provision for additional assessment or support. These agencies can include:
 - The Local Authority SEN Team
 - Educational Psychologist
 - Specialist teacher in English and Maths assessments
 - Speech and Language
 - Specialist teachers
 - Occupational Therapy
 - Physiotherapists
 - Behaviour Support
 - Parental Support Advisor
 - Child and Adolescent Mental Health Service (CAMHS)
 - The Bungalow Project
 - Forget Me Not – bereavement support
 - Hearing Impaired Service
 - The Cleveland Unit
 - Beverley School
 - Holmwood School
 - School Nurse
 - REACH
 - Harbour

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Parents/carers are fully informed about any assessment outcomes or programmes of support that are put in place. Strategies to support their child's need at home will also be shared and supported by the specialist or school.

- ❖ Our head teacher, Mr Darren Gamble, has the overall responsibility for all aspects of school including the support for pupil with special educational needs and disabilities.
- ❖ At Acklam Whin, we have a designated SEND governor, whose responsibilities include:
 - supporting the team in carrying out their work to a high standard;
 - promoting high expectations;
 - monitoring and evaluating the quality of teaching, learning, attainment and progress;
 - ensuring that SEN allocation in the budget enables, as far as possible, the team to meet its objectives and by doing so raise standards in the classroom;
 - ensuring commonality of practice in line with school policy.

At Acklam Whin we carefully organise the type of provision to match each pupil's individual needs.

- ❖ Class teachers will detail a pupil's targets and support on their SEND Tracker. This will involve details of classroom strategies and may also involve the pupil working in a 1:1 or small group setting for a defined period of time. Information from external agencies, as mentioned above, can also inform targets and support as appropriate and will be organised by the class teacher and teaching team with support from the Inclusion Team as appropriate.
- ❖ Parents/carers and pupils (where appropriate) are actively encouraged by the class teacher to support the progress towards these targets both at home and at school.
- ❖ Where pupils are working in a 1:1 or small group intervention, targets will be identified on our school's tracking system which will enable all staff to clearly review progress made and inform future planning. These trackers can also be shared with parents/carers.
- ❖ Any intervention that takes place is also recorded on the school's year group provision maps which provide an overview of additional intervention and support work across school.
- ❖ Termly pupil progress reviews use assessment data and staff knowledge to track the progress of all children and discuss where additional support is needed.
- ❖ Some children may require an Educational Health Care Plan (EHCP) which will detail further support and provision to be put in place by the school and Local Authority. These plans are put in place if a significant special educational need or disability is identified by a multidisciplinary panel. In some cases the panel may determine that an alternative educational setting is more appropriate for the child and their needs.

Curriculum

At Acklam Whin, all children are taught a broad and balanced curriculum through quality first teaching. Our school follows the National Curriculum as directed by the government. Where children require extra support, resources or extension materials this will be provided wherever possible for example:

- careful, differentiated planning, ensuring targeted resources to meet the needs of all children
- Appropriate assessment and recording which will then inform planning for the next stage of learning
- 1:1 or small group focused work as appropriate following the Assess, Plan, Do, Review cycle.

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- specialist equipment will be provided if appropriate e.g. sloping boards, concentration cushions, special pens etc.
- a SEND Support Tracker will be put in place detailing specific targets, strategies and support following the Assess, Plan, Do, Review cycle.

Accessibility

Acklam Whin is a fully accessible school.

- ❖ Class allocations can be adapted to ensure rooms are accessible for children with additional needs e.g. hearing or visual impairments and we are happy to discuss any pupil's specific additional requirements. Our school has disabled access and toilet facilities available.
- ❖ Please see Acklam Whin's Accessibility Policy for further details.
- ❖ Clear communication is a key factor in building effective relationships with parents/carers. If appropriate, our school would arrange for an interpreter to support parents in their involvement in home-school communication when necessary.

Parental Involvement

At Acklam Whin we endeavour to build excellent home-school relationships and fully involve parents/carers in the learning, progress and well-being of every child.

- ❖ Class teachers and teaching assistants are available on a regular basis for informal communication regarding a pupil's progress and well-being. Appointments can always be made to discuss issues in more depth or at an appropriate time.
- ❖ Parents/carers are welcomed into school at our termly parents' consultations which provide a focused opportunity for parents/carers and class teachers to discuss a pupil's progress and well-being as well as review their SEND Support Trackers and discuss support and provision (see Sections 1 and 2).
- ❖ Class teachers will provide strategies and support which can be used by parents/carers to help with their child's progress at home. In some cases, these strategies may have been suggested by external support agencies such as an Educational Psychologist, Speech and Language etc.
- ❖ At any time, parents/carers are welcome to make an appointment to discuss their child's progress and well-being with an appropriate member of our Inclusion Team.
- ❖ All children's progress and achievement is measured using effective data and teacher assessment systems. For children on our SEND register, progress will also be measured against their SEND Tracker targets and parents/carers and pupils (where appropriate) will be fully involved in this review.
- ❖ Any reports or assessments which have been produced by an external agency are shared directly with parents/carers either by the professionals who created the report or, if this is not possible, by the class teacher or SENDCo.
- ❖ All children in KS2 have an Acklam Whin School Planner which acts as a regular form of communication between parents/carers and teaching teams.

Overall Well Being

At Acklam Whin we pride ourselves on ensuring the well-being of all of our pupils.

Social, emotional well-being

- ❖ Class teachers and other adults working within year group teams provide daily, ongoing pastoral support and developing the well-being of the whole child is strongly embedded within our curriculum and ethos.
- ❖ Discussion with our pupils is a key part of school life and we endeavour to build excellent relationships with all of our pupils to support them in both their learning and social, emotional development.
- ❖ Attendance support is available from Miss Todd and Mrs Jodie Short.
- ❖ For children with specific emotional or social needs, targeted support can be discussed and arranged via class teachers or a member of the Inclusion Team. We also provide pupil and parental support via our Inclusion Support teacher Doug Innions who is available to provide additional support when required. He can be contacted directly via the school office, parent drop in sessions or via class teachers.
- ❖ We also have access to the support of REACH counsellors who can provide additional social, emotional support to specific pupils following a referral from parents and school.
- ❖ Our school also has access to 'The Bungalow' which can provide specialist social and emotional support for both pupils and families. Working alongside parents/carers, a referral can be made through school if deemed appropriate
- ❖ For further information please see our Anti-bullying and Behaviour policies.

Medical

- ❖ When necessary and in agreement with parents/carers, a wide range of staff can administer medicines within school and careful monitoring systems are in place to do so effectively to safeguard both pupils and staff. Please see our Medicines Policy for further information.
- ❖ For children with specific medical requirements a Health Care Plan will be written in conjunction with parents/carers to ensure that the specific needs of the pupil are met effectively.
- ❖ We have a wide range of staff who are first aid trained and this training is regularly updated.
- ❖ High quality training is undertaken by all relevant staff to ensure that children with specific needs are safeguarded. Training such as epipen use, epilepsy and asthma awareness is delivered by an appropriate professional and agreed systems and policies are shared with all staff.
- ❖ The school nurse is a regular visitor to school and is available to offer advice and support to both staff and parents/carers.

Specialist Services

What specialist services and expertise are available or accessed by the school?

At Acklam Whin, the SENDCo or appropriate member of the Inclusion Team will organise the support of specialist services either within school or from outside agencies if deemed appropriate.

These may include:

- The Local Authority SEN Team
- Educational Psychologist

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- Speech and Language
- Specialist teachers
- Social Workers
- Occupational Therapy
- Physiotherapists
- Behaviour Support
- Parental Support Advisor
- Child and Adolescent Mental Health Service (CAMHS)
- The Bungalow Project
- The Cleveland Unit
- Forget Me Not – bereavement support
- Beverley School
- Holmwood School
- REACH
- Harbour
- Hearing Impaired Service
- Visually Impaired Service
- School Nurse

Staff Training

Professional development for all staff at Acklam Whin is an ongoing priority and all staff are expected to ensure their continual development in all areas including supporting children with SEND. In addition to regular whole staff training and development, specific training is identified as need arises. This is aimed at relevant staff members with an expectation that they share their learning to support the development of others. Weekly staff/team meetings are dedicated to professional development which promotes teaching and learning as well as supporting the school development plan. Staff are encouraged to share and observe good practice. Please see below for examples of staff development training.

Full Staff Training and Development	Individual Training and Development
Epilepsy Awareness Training	National Award for Special Education Needs Co-ordination
Deaf Awareness Training	Early Reading Training
Child Protection Training	British Sign Language Training
Safeguarding Training	Speech and Language Training
Asthma Awareness Training	Wave 3 Intervention Training
Access to online professional development training tools	English Specialist Intervention Training
Numicon Training	Maths Specialist Intervention Training
Equality Awareness Training	Raising Achievement for children with SEND
Acklam Whin SEND Briefings & Training	Behaviour Management Training

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New SEN Code of Practice Implementation	Vulnerable Pupils Awareness
Autism Awareness Training	Designated Teacher Training
Epipen Training	Letters and Sounds Programme Training
	CAMHS Training

Activities outside of school

- ❖ At our school, we have a wide range of extra curricular activities which all children are welcome to and encouraged to participate in. Any specific needs can be discussed with the member of staff leading the activity. For further details, please speak to your child's class teacher, our P.E. coach, Mr Jackson or our extended schools co-ordinator, Mrs Jodie Short.
- ❖ All children have access to educational visits throughout the year to enrich our broad and balanced curriculum. Risk assessments are carried out by key members of staff prior to any visit and then discussed with our school's educational visits co-ordinators: Mrs Jodie Short. The specific needs of any child will be discussed with parents/carers to ensure their full access and enjoyment of any educational visit. Obviously, the safety of pupils and staff is paramount and will be considered prior to any educational visit or extra curricular activity.

Transition

How is transition planned and managed by the school?

At Acklam Whin, we understand the importance of smooth transitions and have a number of systems in place as children move through our school.

- ❖ Ongoing dialogue between class teachers and support staff.
- ❖ Regular meetings with parents/carers to ensure that they are fully informed at each stage of your child's progress through school.
- ❖ Dedicated transition meetings between current and next class teachers to ensure key information regarding pupils is communicated effectively.
- ❖ Where appropriate, transition meetings with parents/carers, current and new class teachers can be arranged. The SENDCo or appropriate member of the Inclusion Team can also attend this meeting if necessary.
- ❖ In the Summer term, following parent consultation to review the pupil's current SEND Tracker targets, current class teachers meet with new class teachers in order to finalise the new targets and arrange support and provision for the following year to ensure smooth transition into the next year group in terms of progress and well being.
- ❖ Transition work and class change overs support the familiarisation of pupils with their new class, staff and area of school.
- ❖ Based on the needs of individual children, additional transition activities or extended transitions can be implemented as appropriate.

In certain areas of school, other strategies are also in place:

Early Years Foundation Stage (EYFS)

- ❖ Parents' meeting to provide an opportunity for parents/carers to find out more about EYFS, ask questions and familiarise themselves with the staff and environment.

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- ❖ Regular transition visits to school throughout the Summer term to help children to become more familiar with the environment and staff.
- ❖ Nursery children are also invited to have a school lunch as part of their transition into Reception.
- ❖ Any children joining our school who have not attended Acklam Whin Nursery are also invited to take part in these transition activities. Any additional transition that is deemed necessary can be organised by contacting our EYFS leaders, Miss Claire Todd, Mrs Dawn Tarran or, in the case of a pupil with SEND, our SENDCo, Mrs Nicola Marshall.

Y6 Transition to Secondary School

- ❖ For all children, transition meetings are held with staff from the new secondary school and relevant pupils.
- ❖ Transition days provide the opportunity for pupils to experience their new school and familiarise themselves with the staff and surroundings.
- ❖ We develop close links with our secondary school and ensure clear communication regarding the transition of our pupils.

For children with SEND:

- ❖ additional transition visits can be organised via the SENDCo or Y6 class teacher
- ❖ transition meetings with Acklam Whin's SENDCo, Secondary SENDCo, Y6 teacher, parents/carers and pupils are held to discuss the child's individual needs and provision
- ❖ a transition file is passed onto the receiving school detailing key information e.g. the child's SEND Tracker, any additional assessment information, key findings from reports from external agencies etc.
- ❖ The parents/carers of any child who has an Educational Health Care Plan is involved in discussion regarding their child's secondary placement as part of their Y5 Annual Review. Once a secondary school has been chosen and a place allocated, the school SENDCo acts as a liaison between all stakeholders to ensure smooth transition.

New arrivals

- ❖ Parents/carers and pupils are actively encouraged to arrange a visit to our school prior to starting at Acklam Whin to familiarise themselves with the surroundings and meet key staff.
- ❖ Close liaison takes place between our school and the child's previous school. This may include staff from Acklam Whin visiting the child in their current setting and/or speaking with their class teacher and SENDCo regarding their achievement, progress, well being and current support.
- ❖ Class teachers will be readily available to support new pupils and parents/carers to ensure smooth transition and will employ strategies such as a 'buddy system' to help newcomers settle into school routines.
- ❖ Our school SENDCo, or appropriate member of the Inclusion Team will always be happy to arrange a meeting with new parents/carers and pupils to discuss and support transition.

SEND Resources

How are the school resources allocated and matched to the young person's Special Educational Needs? How is the SEND budget allocated?

At Acklam Whin resources are allocated and matched to the pupil's special educational needs and based upon the wealth of information that the school and parent/carers have hold about each child.

- ❖ The school's Special Educational Needs and Disabilities budget is allocated each financial year. The funding is allocated depending on the level and area of need for each individual child. This may include:
 - additional resources and specialist equipment e.g. sloping writing boards, computer software, intervention support programs
 - 1:1 or small group targeted support for a clearly defined period of time focusing on specific targets
 - additional in class support to target specific needs.
- ❖ Additional resources decisions are made based upon pupil progress and need as it arises. These decisions can be made:
 - within teaching teams by class teachers and phase leaders
 - as a result of pupil progress reviews with teaching teams and the head teacher
 - in liaison with an appropriate member of the Inclusion Team
 - as a results of assessment and support strategies suggested by external agencies e.g. an educational psychologist

Key Points of Contact at Acklam Whin

The class teacher is always the first point of contact for parents/carers regarding their child's progress and well-being.

The following members of the inclusion team can be contacted via the school office.

- Mrs Nicola Marshall – Special Educational Needs Co-ordinator (SENDCo)
- Miss Dawn Tarran – Assistant Special Educational Needs Co-ordinator (SENDCo) with a focus on Speech and Language
- Miss Ruth McMaster, Deputy Head Teacher – pastoral monitoring of children with Special needs in **Social, Emotional and Mental Health**
- Mr Darren Gamble, Head Teacher - Ethnic Minority support and Racial Equality and Incident Monitoring
- Miss Claire Todd – Attendance and Pupil and Parental Engagement
- Mrs Jodie Short – Designated Teacher – responsible for Looked After Children, Child Protection and Attendance and Pupil and Parental Engagement