

# **St Paul's**

C of E Primary School



**A place to belong**

## **Special Educational Needs and Inclusion Policy**

**Chair of Governors Approval:** Martyn Long & Tom Keef

**Acting Headteacher Approval:** Christie Waite

**Member of Staff Responsible:** Emma Hartley

**Reviewing Committee:** FGB

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**Statutory / Non Statutory:** Statutory

# St Paul's C of E Primary School

## *A Place to Belong*

### Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

### Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

*"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."*

*Romans 12:5-8*

# Special Educational Needs and Inclusion Policy

This policy should be read in conjunction with the SEND Information Report and Local Offer for St Paul's CE Primary School.

This policy has been reviewed and updated in line with the Special Educational Needs and Disability Code of Practice 0-25, 2015.

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- 'Special educational needs and disability code of practice: 0 to 25 years' 2015

This policy will be implemented in conjunction with the following other school policies:

- Equal Opportunities Policy
- Racial Equality Policy
- English as an Additional Language Policy
- Behaviour Policy
- Pupil Premium Policy
- Anti-Bullying Policy
- SEND Policy
- Whole School Curriculum Policy
- Supporting Children with Medical Conditions Policy

## **Rationale**

At St Paul's CE Primary School, all children have access to a broad and balanced curriculum. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Class teachers are responsible and accountable for the progress for and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. St Paul's CE Primary School welcomes all children and is committed to meeting the special educational needs of pupils and ensuring that they make progress. As a Christian School we recognize that we are all children of God; special and unique in our own ways. Our Core aim is to provide all children and families with 'A place to belong'. Through our Christian values of family, kindness, compassion and perseverance we strive to provide a rich learning environment for all pupils whatever their needs. We recognise the diversity of the children in our care and take account of the requirement to make provision for them. We support these children and encourage them to participate in all aspects of school life.

At St Paul's CE Primary School, our aims for children are:

- To be engaged in a rounded education that supports academic achievement, whilst also developing the skills, knowledge and qualities needed to flourish in life, learning and work.
- To develop secure foundations in reading, writing and maths
- To be responsible, respectful and caring—learning together in a happy and supportive environment
- To be inspired through an enriched, broad and balanced curriculum that is fun, invigorating, challenging and meaningful
- To understand about the uniqueness and diversity of communities, faiths and cultures – locally, nationally and internationally
- To develop confidence, resilience and enjoy secure emotional wellbeing. Legal framework

***'York is a city making history and its children are our future. Every child and young person in York deserves to live their dreams. We will stretch, support, nurture and release them to do so. Working with them and their families, we will make York the best place in Britain in which to grow up.'***

**York's Children and Young People's Plan 2013 – 2016**

St Paul's C of E Primary School is committed to providing an appropriate and high quality education to all the children living in our locality. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic, creative and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Paul's C of E Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not

mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences, learning styles and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women
- Minority ethnic and faith groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- More able learners
- Learners who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. In our school we aim to identify these needs as they arise and provide learning and teaching contexts which enable every child to achieve his/her full potential and 'to strive to be the best they can be'.

St Paul's C of E Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies and relationships with parents/carers and the community.

All staff in school have a responsibility for maximising achievement and opportunity of all groups of learners.

Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014."*

SEND Code Of Practice (2014 : Para 1.24)

*This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."*

"Achievement for All" (National Strategies : 2009)

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

Ofsted SEN Review 2010

*"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional*

*provision they make for those with SEN, should simplify the process of planning the right help at school level”*

SEN Code of Practice 2014 (page 68)

### **Definition**

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age has a learning difficulty or disability if they:
  - a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
  - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
  - c) Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Identification**

The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. We recognise the benefits associated with early identification and making effective provision. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development. A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Children with a special educational need will be placed on the school’s register for special needs, at band 1 to 6. We use the City of York ‘Banding Thresholds’ which describe good practice and examples of provision across all areas of need. These are explained more fully here:

Band 0 - Needs are well met through appropriate differentiation of the task, outcome and teaching style in a mainstream classroom.
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Band 1 - Identified needs which are highlighted to all staff with advice on support strategies provided and monitored by SENCO/LT.
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Band 2 – This is the second step on the school’s SEN register. It encompasses the provision listed above, but school would also involve the advice and possible support from an outside professional such as a speech and language therapist or educational psychologist. A child at band two might have a ‘My Support Plan’ (MSP) written by school with input from the pupil, his/her family and all those working with the pupil. A pupil may have support from an additional adult in school, up to 15 hours per week. If a successful request is made for the pupil to move to an enhanced resource provision (for speech and language or dyslexia), they will be placed at 2b.
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Band 3 – This is the third step and involves the provision listed above. In addition, the school will have identified that the pupil requires more than 15 hours of adult support per week and will make a request to the local authority for an education, health and care plan (EHCP), via a My Support Plan (MSP). The EHCP will specify an amount of funding available to the pupil.
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Band 4 – This fourth step is for a child with an EHCP whose level of funding from the local authority is more than that provided at a band 3. This pupil will need a high level of support.

Band 5 - This fifth step is where a child would be if they hold a place in a special school.

Band 6 - This sixth step is for a pupil who is educated at specialist provision outside the local authority in which they live.

Reviews of pupils on the SEND register take place regularly throughout the year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. A Provision Map is used to record additional provision for pupils on the SEND register.

### **Types of SEN**

SEN is divided into 4 types:

**Cognition and Learning** - this includes children who demonstrate features of Specific Learning Difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia; or Moderate Learning Difficulties (which may be severe or profound).

**Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration (including Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder).

**Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, hearing impairment and children who exhibit difficulties communicating with others (those with Autistic Spectrum Condition may display difficulties in this area).

**Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties (including those with visual or hearing impairments).

*Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.*

### **Learning Difficulties:**

At St Paul's CE Primary School all children are assessed regularly against Early Learning Goals or National Curriculum expected standards. From these we can identify those children who are falling significantly behind the expected standard for their age group and will need special provision.

### **Behavioural Difficulties:**

We operate a whole-school behaviour policy, using positive behaviour management strategies with a range of rewards and sanctions which enables the vast majority of pupils to participate in the life of the school within appropriate boundaries.

If, however, a child constantly finds it difficult to behave in an appropriate manner and the normal rewards and sanctions are proving ineffectual then a discussion will take place with the parents as to what additional measures might be put in place to help and support the child.

**Other Needs/ Difficulties:**

Where children are causing concern in other areas which is impacting on their learning the class teacher will speak to the SENDCo and, with the parents permission, the appropriate professionals (speech and language therapists, school nurse etc.) may be asked to assess the child.

Parents will always be informed and their child's needs discussed before they are placed on the SEND register.

**Aims and Objectives**

**Our aim is to ensure that every child's needs are recognised and met appropriately.**

- To ensure needs are identified at the earliest point and effective provision is made.
- To ensure that the identification of SEN is built into our approach to monitoring progress and development of all pupils.
- To ensure that the fundamental principles of the SEND COP 0-25 2015 are fully implemented throughout the school, taking into account: - The views, wishes and feelings of the child or young person, and the child's parents - The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- To ensure that the school complies with: the Children and Families Act 2014; The Equality Act 2010; The Special Educational Needs and Disability Regulations 2014; the SEN and Disabilities Act and the Special Educational and Disability code of practice 0-25 years 2015
- • To provide effective provision to enable pupils with significant needs, including those with Education Health and Care Plans (EHCP), to access the curriculum at their level and make maximum progress during their time at St Paul's .

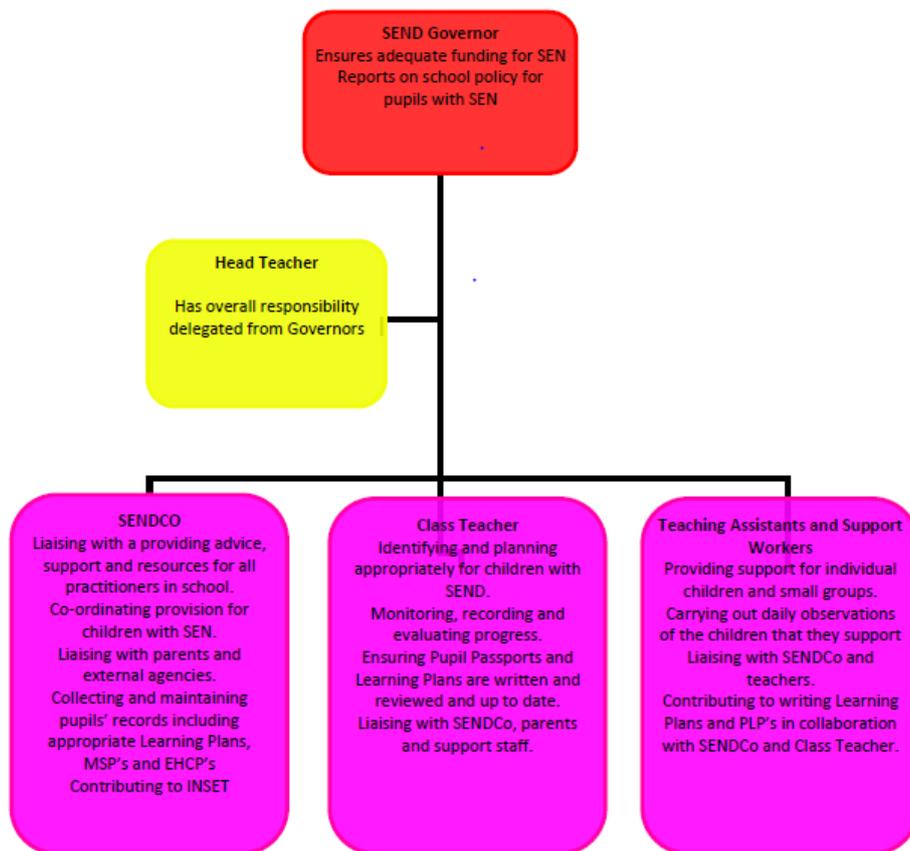
**This school believes:**

- That a family-centred approach to SEN is essential to achieve the best outcomes; parents know their children best.
- In providing a caring and supportive environment for all children.
- All children are valued equally, with the opportunity to develop to their full potential.
- All children should receive a broad, balanced and relevant curriculum.
- That children with SEND be able to take a full part in all aspects of school life, both within and outside the classroom.
- Children with SEN are the responsibility of all staff.
- That school staff working with children with SEND be informed of and supported in ways of assisting children and addressing their future development.
- That resources should be made available to support the education of children with SEND and be used effectively for that purpose.
- Children with SEN will have their particular needs identified, assessed, resourced and reviewed appropriately.
- That the views and wishes of the child concerned be taken into account, in the light of their age and understanding.

- That the school develop in all children an awareness of the needs of children with SEND and foster a positive attitude towards and a supportive environment for such children.
- That the effectiveness of the school's policy and provision for SEND be kept under regular review.
- Record the names of all pupils with SEND on the School SEND Register at the appropriate stage.
- Provide a staged structure of provision in accordance with the Department of Education Code of Practice regulations of SEND.
- Facilitate efficient monitoring, reviewing and planning of short term and long term targets and outcomes through our school Learning Plans online system.
- Foster mutually supportive links with outside support agencies.
- Equip teaching and non-teaching staff with the necessary skills to cater for pupils with SEND, through internal and external training provision.
- Establish effective links with Secondary Schools to promote the successful transition of pupils with SEND.

### **Roles and Responsibilities**

Our policy is a collaborative whole school policy. The Acting Headteacher, Miss Christie Waite, has overall responsibility for SEN provision across the school. The Inclusion Leader and Special Educational Needs Co-ordinator (SENCO) Emma Hartley 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. There is a dedicated SEND/Inclusion Governor, Mrs Rebecca de Koning , who works closely with the school and has responsibility for SEN/Inclusion



The School will:

- Track progress through pupil progress meetings and share concerns with parents to facilitate early identification of pupils with SEND, taking into account what is expected for a child at that stage of development
- Ensure the needs of all pupils are being met effectively through personalised learning and by using the Assess, Plan, Do, Review Cycle
- Listen to the viewpoints of pupils (where appropriate) and parents and involve them in decision making at all levels
- Provide Continuing Professional Development (CPD) opportunities for all staff to enable an improvement in provision for pupils with SEND
- Work closely with the Local Authority and other Outside Agencies including Educational Psychologist (EP), Child and Adolescent Mental Health Services (CAMHS), Specialist Teachers and Therapists.

The Class Teacher will:

- Regularly assess children using school procedures, in order to identify gaps in learning and track progress
- Be alert to emerging difficulties and respond early

- Plan differentiated whole class lessons taking account of needs and areas of weakness, including those of pupils working below National Curriculum standards
- Be fully accountable for Pupil Progress through Pupil Progress Meetings and Teacher Appraisal
- Provide guidance for intervention groups, taking responsibility for outcomes and complete pre/post intervention assessments to inform future planning
- Keep records of additional and different provision and interventions
- Work closely with support staff including teaching assistants in order to link support and interventions to class teaching
- Take into account advice provided by the SENCO or other outside agencies in developing resources, teaching strategies or approaches
- Where relevant, review and update Individual Education Plans (IEP) or Individual Behaviour Plans (IBP) at least once a term and meet with parents and pupils to decide outcomes
- Provide information for EHCP or MSP Review meetings.

Teaching Assistants will:

- Support the delivery of high quality, differentiated teaching in the classroom, working in partnership with the class teacher
- Actively promote the development of independent learning skills and resilience.
- Deliver interventions under the guidance of the class teacher or SENCO
- Select and prepare appropriate resources under the guidance of the class teacher or SENCO
- Provide feedback and reports on pupils' responses and progress, suggesting adapting work plans as appropriate
- Provide specialist support for pupils as appropriate
- Have access to Continuing Professional Development

The Inclusion Leader/SENCO will:

- Be a qualified teacher working at St Paul's CE Primary School. Emma Hartley is the school's designated Special Educational Needs and Disabilities Co-ordinator (SENCO)
- Collaborate with the Headteacher and the designated SEN Governor to determine the strategic development of SEN provision within the school • Work with teachers to ensure early identification of specific needs
- Have day-to –day responsibility for the operation of the SEN policy and co-ordinate provision
- Organise and plan for regular meetings to review EHCPs or MSPs as needed
- Liaise with and advise Class Teachers, Learning Support Assistants and Teaching Assistants
- Liaise with outside agencies to ensure that pupils with SEN receive support and high quality teaching

- Co-ordinate provision for pupils with SEN
- Liaise with parents of pupils with SEN
- Liaise with early years providers, other schools, EP's, health or social care professionals and independent or voluntary groups
- Be a key point of contact with external agencies, including the Local Authority and its support services
- Liaise with potential next providers of education to ensure smooth transition procedures are in place for pupils and their families
- Work with the Headteacher and Governors to ensure that the school meets its responsibility under the Equality Act (2010)
- Ensure all documentation and records relating to pupils with SEN are kept up-to-date
- Monitor the effectiveness of the provision and evaluate the effectiveness of the policy

The School's Governing Body will:

- Ensure all procedures are carried out in accordance with the 2015 Code of Practice and the 2010 Equality Act
- Work with the Head Teacher to develop and monitor the school's SEN policy and provision for children with special educational needs
- Identify a Governor to have specific oversight of the school's provision for SEN. This Governor is Sheila Robson
- Be fully aware of the school's SEN Provision, including the deployment of funding, equipment and personnel
- Understand and support the principles and practices outlined in the SEND Code of Practice 0- 25years (2015)

The Headteacher will:

- Ensure that planning, teaching and learning are monitored to ensure the different needs of the pupils are being met
- Discuss the progress of pupils with SEN at Pupil Progress meetings which take place with teachers and work with the SENCO to ensure that provision is effective
- Oversee the allocation of human and financial resources to ensure the needs of pupils with SEN are being met

Pupils will:

- Be encouraged to give their views whenever it is appropriate e.g. When reviewing EHCPs, MSPs or IEPs
- Be encouraged to say what they are good at and what helps them to learn
- Be given opportunities to say what they want for the future.

Parents will:

- Be consulted and given opportunities to share their views and be an integral part of the ongoing Assess, Plan, Do and Review process.

- Use available guidance from staff to support their child at home.

### **Co-ordination and managing provision**

The Inclusion Leader, in collaboration with the Headteacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCO works closely with staff, parents, carers and other agencies to co-ordinate the provision made for children with SEN.

The Inclusion Leader, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and raising the achievement of children with SEN. This is achieved through the analysis and assessment of children's needs, by monitoring the quality of teaching; meeting termly with each teacher for 'next steps' meetings; monitoring the standards of pupils' achievements by tracking progress; the allocation of additional support for children with SEN; and by setting targets for improvement. SEN provision is an integral part of the school development plan, and the quality of SEN provision is continually monitored.

### **Admission Arrangements**

At St Paul's CE Primary School, we strive to be fully inclusive, acknowledging the range of issues of which account needs to be taken in the pursuit of this aim. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (section 316), 'if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility'.

### **Allocation of resources**

All schools in the City of York receive funding for pupils with SEN in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCO. In the York Banding for Learning this is element 0.
- The delegated budget covers the additional support required, including the first 15 hours of support for any child with a statement. This includes elements 1 and 2.
- If a child has an EHCP the additional resource requirements are covered by element 3 (top-up funding) provided by the LA.
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### **Assessment**

Assessment for learning is an integral part of the teaching and learning process at St Paul's C of E Primary School. It is essential in order to identify a child's particular area of difficulty and so tailor provision appropriately. It is also necessary to monitor progress and evaluate provision.

For children with SEND we use a variety of assessment procedures and materials including I Can statements, developed from NC objectives; standardised tests of reading and maths; a range of phonics; key word assessment; Early Learning Goals. We also have assessment

materials to identify children with dyslexic tendencies and who may be on the dyslexic continuum.

### **Partnership with Parents**

At St Paul's C of E Primary School we always seek to work in partnership with parents. This is important in enabling children with SEND to achieve their potential. The school and parents will work collaboratively to gain as much information as is possible about the child's difficulties and progress. This information will then feed into appropriate provision and will include activities to complete at home.

Parents are always informed when a child is first identified as having SEND and the class teacher and parents will discuss the targets set and arrangements made for the child.

For children requiring the additional elements of support and involvement from other agencies, or with an EHCP, the targets for the term will be discussed with parents, together with an evaluation of their child's progress against previous targets. Parents are welcome to make a contribution towards the evaluation and target setting. A termly review meeting is normally held with parents and all those involved in supporting the child. Minutes will be taken at the meeting and provided to all those involved with the child.

York Parent Partnership Service is available to support all parents of children with SEND. The service offers impartial advice, information about parent's rights and responsibilities, and help for parents and children in putting their views forward.

### **Participation of pupils**

Children with SEND have a unique knowledge of their own needs and circumstances and their own views about what sort of support would most help them. At St Paul's C of E Primary School we seek to show sensitivity and respect in listening to children and to take their views into account in planning provision.

We encourage self-evaluation and involvement in target setting and completion of a pupil passport. We recognise the importance of the child having understanding and ownership of their targets if they are to work actively towards achieving them. Where appropriate, and depending on their age, pupils are involved in review meetings or make a written contribution to the discussion.

### **Transfer Arrangements**

When a child with special educational needs moves to another school, full records of assessments, interventions and outcomes will be forwarded to the receiving school. When children are moving on to Secondary School in York, the needs of the child are discussed with the SENDCo at the Secondary School. A representative from the Secondary School will be invited to attend the final review held in the Summer term.

When a child with an EHCP or My Support Plan is transferring to secondary school parents will be invited to visit secondary schools when the child is in Year 5. This enables the parental preference for secondary school to be discussed and recorded in the Annual Review report prior to general application process. On the basis of the report the SEND service will then consult with the school concerned and arrangements will be finalised at the same time as all other pupils transferring to secondary school.

## **Complaints Procedure**

St Paul's C of E Primary School recognises that the relationship of partnership with parents is crucial to the progress of all pupils. Therefore, parents are encouraged to consult the class teacher or SENDCo to discuss any concerns or problems. If, however, there is a complaint regarding the SEND provision for a child the following procedures should be adopted:

In the first place the parents should discuss the matter with the class teacher and SENDCo. If the problem is not resolved the parents should ask to see the Head Teacher and a meeting will be arranged. It may be appropriate for others to be involved in the meeting (e.g. the class teacher, SENDCo, the Governor responsible for SEND).

If the problem still remains unresolved parents can meet with a representative from the Local Authority with or without members of the school staff present.

York Parent Partnership Service is able to support parents at any point in the complaints procedures.

SENDIASS provides impartial support, advice and information for parents/carers of children with special educational needs to enable them to take an active role in decisions about their child's education. Independent parental support is also available to inform and advise parents of children with SEN, particularly those who are undergoing statutory assessment of their child's needs. The contact is 01904 554312 or <http://www.york.org.uk/families/Local%20Offer/SENDIASSsite/sendiaass-for-parents.htm>

## **Staff Development**

All staff adhere to the policy and procedures for SEND provision within the school. It is important that all staff, both teaching and support staff, feel appropriately supported in their work with children with SEND.

Continuing staff development focuses on increasing awareness of inclusion issues and on the variety of teaching strategies and learning resources available.

All staff are provided with regular opportunities for training courses related to the particular needs of the children they are working with or to prepare for particular intervention programmes. In addition the SENDCo attends specialist training and disseminates information to the staff.

From time to time members of external agencies and support services may hold training sessions for the whole staff on particular SEND issue.

## **LINKS with other Agencies, Organisations and Support Services:**

St Paul's CE Primary School has a service level agreement with the Local Authority to provide support services. An Educational Psychologist is linked to the school and work in consultation with the Head Teacher and SENDCo to provide advice and support. In addition there are services covering:

- Hearing and visual impairment
- Physical disability and medical needs
- Behaviour, emotional and mental health difficulties
- Autistic Spectrum Condition

- Speech and Language Difficulties
- English as an Additional Language
- Traveller Education

Where appropriate the school also works in partnership with the Health Service, Social Services, Educational Welfare Service and local and national voluntary organisations.

### **Evaluating success**

The success of the schools SEND policy and provision is evaluated through:

- analysis of pupils tracking data and test results for individuals and cohorts of children
- pupil voice
- pre and post assessment data for interventions.
- value-added data for pupils on the SEND register
- monitoring of classroom practice by senior leadership and subject coordinators
- monitoring of procedures and practice by the SEND governor
- Annual Report to Parents
- school self-evaluation
- the Local Authority SEND moderation process
- the School Development Plan and Inclusion Action Plan

## **Glossary of SEND Abbreviations**

Here are some of the most frequent abbreviations that you might come across in paperwork or during discussions about your child:

AAC	Alternative and augmentative communication aids
ARE	Age related expectations
ASC	Autistic spectrum condition
CAMHS	Child, adolescent mental health service
CYP	Child, young person
EHCP	Education, health and care plan
ELSA	Emotional Literacy support assistants
ERP	Enhanced resource provision
FEHA	Family Early Help Assessment
HI	Hearing impairment
IEP	Individual education plan
ITP	Individual travel plan
MSP	My Support Plan
PCR	Person centred review
PEP	Personal Education Plan for looked after children
SALT	Speech and Language therapist
SEMH	Social, emotional and mental health
SENDSCO	Special educational needs and disabilities coordinator
SENDIASS	Special educational needs and disabilities information, advice and support service
SLCN	Speech, language and communication needs
SpLD	Specific learning difficulties
TA	Teaching Assistant
ToD	Teacher of the Deaf
VI	Visual Impairment
YILTS	York Independent living and travel skills service
YOT	Youth offending team