

## **SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY**

### **Purpose**

This school believes that each pupil has individual and unique needs and it is our aim to provide access to learning opportunities for all pupils, regardless of diversity. We acknowledge that a proportion of pupils will have special educational needs or disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

### **Definition of Special Educational Needs**

A child has SEND if he or she requires special educational provision in order to access the curriculum and / or achieve his or her full potential. This provision will include learning difficulties, extending exceptional abilities and those with emotional and behavioural difficulties.

Most SEND will arise due to one or more of the following contributory factors:

- Moderate learning difficulties in more than one area
- Exceptional abilities
- Specific learning difficulties
- EBD (emotional and behavioural difficulties)
- Physical
- Sensory
- Speech, language and communication
- Specific medical conditions.

## **Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy in ensuring that the school site is accessible for wheelchairs.

## **Identification and assessment of pupils with SEND**

Approaches to screening and identification of SEND:

### Formal

- Assessment on entry and at the end of the reception year provides a baseline for identifying foundation stage children who may have special needs
- End of KS1, year 4 and end of KS2 teacher assessment and test results
- Results of other tests and assessments – reading age tests, phonics assessment and screening, maths and science assessments etc
- Diagnostic assessments

### Informal

- Expressions of concern by parents
- Observations by staff
- Evaluation and ongoing teacher assessment
- Assessment should identify strengths as well as weaknesses and should be part of the normal classroom routine. Evidence collected could include annotated work, record of observations over a period of time.

## **Roles and responsibilities of the Head Teacher, other staff and Governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Head Teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice (2015) DfE

- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, aiding teachers draw up Individual Education Plans (IEPs), help to set targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENDCo's in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEND moderation.

**Class teachers** are responsible for:

- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum to ensure the inclusions of all pupils. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- maintaining records of all pupils with SEND
- writing, implementing and monitoring IEPs in the classroom

- liaising with support staff in planning and evaluating programmes of work for pupils with SEND
- ensuring parents are fully informed and consulted at all stages

**Learning support staff / teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

**Liaison with parents**

The school places great emphasis on liaison and full consultation with all parents of children with SEND. When IEPs are implemented at school, advice is given to parents with regard to support at home

**Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCo and /or Head Teacher
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils with SEND
- termly monitoring of procedures and practice by the SEND governor
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

**Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

*This policy has been written and reviewed with regard to the school's Equality Scheme (2015)*

*There were no concerns noted*

*OR*

*The following concerns were noted and will be addressed through the Equality actions in the School Plan for Improvement.*