

SHILLINGTON LOWER SCHOOL

A policy statement for Special Educational Needs and Disability (SEND)

Rationale

All staff at Shillington Lower School have a shared responsibility for identifying and assessing the needs of all pupils and to ensure these needs are met by adequate and appropriate provision. Teachers make provision, where necessary, to support individuals and groups of children to enable them to participate effectively in curriculum and assessment activities.

Aim

Shillington Lower School aims to optimise opportunities for participation and achievement across all areas of school activity (social, curricular and physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practising teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

Definition

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 or a young person 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

Special Education Provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

Roles and Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENDCo) is responsible for:

- The day-to-day operation of the school's special needs policy
- Liaising with, and advising, teachers and teaching assistants
- Co-ordinating provision for children with special needs
- Maintaining the schools Special Needs Register and overseeing the records on

- all pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies, teachers and parents, including taking part in formal meeting with external agencies regarding individual pupils to be assessed
- Overseeing the running of the provision for pupils with special educational needs, including general class, small group and individual pupil support
- Arranging termly meetings with class teachers to review special educational needs pupil progress
- Arrange termly meetings with the special educational needs Governor

The Governing Body is responsible for

- Monitoring that necessary provision is made for any pupil who has special educational needs
- Taking account of the Special Educational Needs Code of Practice when carrying out their duties
- Monitoring the progress made by pupils with special educational needs

The Class Teachers are responsible for

- Identifying initial concerns and monitoring progress and attainment
- Working with, and supporting, the SENDCO in completing documentation for special education needs
- Completing termly Provision maps for children on School SEND Support –Stage 2 or an Education Health Care Plan (EHC Plan), with support from the SENDCO and/or external agencies as appropriate
- Showing differentiation for children with special education needs in their planning
- Requesting support and advice from the SENDCO for children with special educational needs, and with specialists from Outside Agencies
- Meeting termly with the SENDCO to discuss special educational needs

See Annex A for Shillington Lower School’s full Special Educational Needs & Disabilities Procedures Document.

Admission Arrangements

Please refer to Local Authority guidelines for admissions relating to Shillington Lower.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Monitoring and Evaluation

The Headteacher and SENDCo oversee the school’s policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The person co-ordinating the day to day provision of education for pupils with SEND is Mrs K Young [SENDCo]. The Special Educational Needs Governor is Mrs K Cheesemore.

This policy will be reviewed annually by the Full Governing Body.

Links to Other Policies

Admissions Policy