

Policy Statement for Special Educational Needs and Disability (SEND)

Co-ordinator: Paula Wagstaff

Governor: Margaret Parr

1.1 ***Guiding Principles***

We promote the right of children with disabilities to be included in the everyday routines of the school. We encourage all the children to be as independent as possible. We foster a caring environment where children can develop their full potential. All our pupils are given the opportunity to develop as individuals without discrimination.

Objectives

We recognise the importance of identification, assessment, monitoring, reviewing, support, integration, partnership, parents and supporting services in meeting the needs of pupils with SEND.

Identification

Identification of needs will be through parents, teachers or an outside agency, noting when a child has a significantly greater difficulty in learning than the majority of his/her peers, specific or general learning difficulty, or when a child has a disability or medical history which hinders or prevents learning or when inappropriate behaviour is exhibited.

School Assessment

In-school assessments take account of class records, NC attainments, SATs, records of Achievement, specific teacher observations of the child's work, behaviour or health and the child's own perception of their difficulties. Children with IEPs are targeted and tracked by class teachers and the SENDco whilst they remain on the SEND register. Those with outside agencies involvement may be assessed by the specialist involved.

Monitoring and Recording

Monitoring and recording is done using the LA records for the Code of Practice and supplemented by other record sheets – IEP books, task sheets, objective sheets – as used by school staff or outside agencies to show evidence of programmes completed within a given timescale. Records of a graduated response is collected by each class teacher.

Reviews

Reviews of progress are made termly, dates being set as part of the planning procedure when developing programmes of work at each stage of the Code of Practice. Present at these reviews may be the class teacher, the child, SEND co-

ordinator, Teaching Assistants, Headteacher, parents and relevant outside agencies. The views of all those involved are taken into consideration.

Support

In accordance with the children and families act 2014 support in school may be given by adapting management strategies through a graduated approach towards providing greater teacher/adult contact, increased time to practice skills, peer or adult partnered work, parental involvement, TA support, support from other teachers in school, SEND co-ordinator and from outside agencies, eg LSS, SALT, EPS and ACT.

Support in language is differentiated by output and by input, eg single letter sounds/word families/3 letter words etc. LSS also advised on specific programmes eg PAT, reading rescue. In Maths and other curriculum subjects support is given by differentiated activities aimed at the individual child's ability level.

Inclusion

The school adopts a policy of full integration for all children with SEND regardless of the severity of the need. This is fostered through school from Foundation Stage to Key Stage 2.

Partnerships

The school works in partnership with and fosters a positive working relationship with parents, pupils and outside agencies, thus gaining a comprehensive knowledge of the child in order to make suitable provision for the special needs.

Parents are welcomed into school and their views are valued.

The LSS teacher, and Educational Psychologist visits school on a regular basis. SALT. OCC Therapist, Physiotherapist, SEMHs and ACT are among other agencies who visit when required.

Specific Targets

The school sets out the following aims when addressing the issues of SEND:

- ❑ To meet the needs of the children with learning difficulties and/or behavioural difficulties
- ❑ To make available, where possible, suitable resources for children with SEND
- ❑ To make the required support available, where possible, to meet the children's needs
- ❑ To make full use of outside agencies
- ❑

1.2 ***SEND Co-ordinator***

The role of the SEND co-ordinator is to co-ordinate the day to day provision of education for pupils with SEND.

1.3 ***Arrangements for co-ordinating the provision of education for pupils with SEND.***

The SEND co-ordinator is responsible for:

- ❑ the day to day operation of the school's SEND policy
- ❑ liaising with and advising fellow teachers and teaching assistants
- ❑ co-ordinating provision for children with SEND
- ❑ completing appropriate paper work for additional support
- ❑ maintaining the school's SEND register and overseeing the records of pupils with SEND
- ❑ liaising with the SEND children to discuss their targets and progress
- ❑ liaising with the parents of children with SEND
- ❑ liaising with outside agencies
- ❑ keeping the Headteacher and Governors informed.

Role of the Governing Body

The Governing Body must:

- ❑ ensure that necessary provision is made for any pupil who has SEND
- ❑ ensure that, where school has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him/her
- ❑ ensure that teachers are aware of the importance of identifying and providing for pupils with SEND
- ❑ consult the LA and the Governing Bodies of other schools, when it seems to them necessary, in the interests of co-ordinating SEND provision in the area as a whole
- ❑ report annually to parents on the school's SEND policy
- ❑ ensure that SEND pupils join in the activities of the school with pupils who do not have SEND, so far as is reasonably practicable and compatible with the pupil receiving the necessary SEND provision, the efficient education of other children in the school and the efficient use of resource
- ❑ have regard to the Code of Practice when carrying out their duties towards pupils with SEND.
- ❑ Sendco to come to a meeting once a year to report to Govenors.

1.4 ***Admission arrangements***

Children are admitted into school and the Foundation Stage according to the LA's current policies.

The school building conforms with the Disability Discrimination Act 2005 requirement. Children with physical disabilities can gain access to school without restriction. There is a lift from the Reception area to the classroom corridor. All

classrooms, the hall, ICT Suite and Foundation Stage and outside areas have wheelchair access.

There are three disabled toilets, one in Reception, the main corridor and the Foundation Stage, which also contain hygiene and shower facilities. Where required staff are trained in the techniques of manual handling.

In the event of fire there is a refuge area in reception for wheelchair users.

1.5 ***Information about identification, assessment and provision for pupils with SEND***

School accepts its responsibilities for providing for children with SEND.

Teaching Assistants who are appointed as the result of an Education Health and Care Plan, work under the direction of the class teacher, meeting the needs of the child through Individual Education Plans. The IEPs are written in conjunction with the class teacher, SEND co-ordinator, LSS and where appropriate EPS. The view of the child and parents are also sought.

1.6 The school, when considering its identification, Assessment and Provision, has regard for the Code of Practice and has adopted a graduated response focusing on individual need and personal outcomes rather than classifications.

- SEND support (formally school action, school action plus)
- EHCP (formally statement)

Pupils with SEND are initially identified by the class teacher noting difficulties a child may be experiencing or by parental concern in terms of lack of progress or unacceptable behaviour exhibited at home or school or by the medical profession. e.g. Doctor etc.

The school recognises the need for early identification of SEND.

1.7 ***Access to the Curriculum***

This school fully supports the principle that children with SEND require the greatest access to a broad and balanced curriculum and as such endeavour to overcome barriers to learning by providing quality first teaching.

The school also recognises that the extent to which a learning difficulty influences a child's development depends not only on the nature and severity of that difficulty but also on:

- ❑ a child's motivation, self-confidence and self-esteem
- ❑ the extent to which his/her environment supports him/her in coping with difficulties
- ❑ the appropriateness of learning resources

- ❑ the appropriateness of the school's curriculum contents
- ❑ the appropriateness of the school's curriculum delivery.

The school, therefore, takes care to ensure that all pupils with SEND participate fully in a balanced and broadly based curriculum, which includes the National Curriculum by:

- ❑ considering the needs of pupils with SEND at all stages of curriculum development
- ❑ working closely with Support Services to ensure that an appropriate range of teaching strategies and approaches are used
- ❑ investigating with advice from Support Services the appropriateness and availability of any equipment required to facilitate curriculum access.

Within the constraints of the budget and the School Developing Excellence plan, resources are provided to support children where necessary.

- 1.8 All pupils are fully integrated into the school. The school encourages social integration and children with SEND fully participate in meal times, extra curricular activities, school visits and social activities. All children have equal opportunities irrespective of SEND.
- 1.9 Success will be evaluated through teachers noting a child's progress, IEP targets being met, parents commenting on their child's progress/behaviour at home, other people in school, e.g. dinner lady, Teaching Assistant commenting on a child's progress/behaviour, evidence produced by work and the pupils confidence and self-esteem improving.
- 1.10 This school accepts the LA policy on complaints procedure. See Appendix ii.

The Headteacher and SENDCO are always pleased to meet with any parent who has any concern about their child's SEND.

- 1.11 School recognises the need for all teachers to be aware of the importance of early identification and of making appropriate adjustments and provision for children with SEND.
- 1.12 The school has a part time teacher in the role of SENDCO. Her role is to operate in the following areas:

- ❑ Advice to teachers
- ❑ Support curriculum development for children with SEND
- ❑ Identification and observation of pupils identified as having or possibly having SEND
- ❑ the making of special education provision for pupils with SEND
- ❑ direct teaching/practical support for class teachers

School maintains close links with other outside agencies, e.g.

- ❑ Speech Therapist
- ❑ Child Development Centre
- ❑ Education Psychology Service
- ❑ Social Services
- ❑ Medical Profession
- ❑ Physiotherapist
- ❑ Occupational Therapist
- ❑ Autism Communication Team
- ❑ SEMHs

These agencies can be contacted if necessary, to come into school.

The school is allocated regular input from LSS. Their role is to:

- ❑ assessment of pupils identified as having or possibly having SEND
- ❑ the use of technology including ICT for pupils with SEND
- ❑ professional development of teachers in working with pupils with SEND.

- 1.13 School encourages parental partnership. Parents are informed regularly about their child's progress in line with the Code of Practice.

Parents are encouraged into school to assist in all areas of the curriculum.

School acts on all parental concerns. Parental views are always encouraged and considered.

- 1.14 School recognises the possibility that, for some pupils, their needs can be better met with alternative provision. In such a case the school encourages a positive liaison between the provision and school. This would include ensuring arrangements for parental visits and encouraging positive interaction between the provision and school.

- 1.15 School works in partnership with and fosters a positive working relationship with the Health Services, Social services and Early Help. The Learning Mentor tracks the attendance of any children the staff are concerned about.

School contacts the Health Services or Social Services when necessary and ensures participation and attendance at as many case conferences as possible.