

# AVONMOUTH CHURCH OF ENGLAND PRIMARY SCHOOL



## Policy for Special Educational Need and Disability

*September 2018*

*Review Date: September 2019*

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014). *A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*

*Special education provision means educational or training that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England....Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.*

**(CODE OF PRACTICE 2014)**

**RRS:**

*Article 23 – Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.*

*Article 28 – All children and young people have a right to a primary education.*

**RATIONALE**

At Avonmouth CE Primary School it is our belief that all children have an equal right to a full and rounded education which will enable them to at least achieve their full potential. We use our best endeavours to secure special educational provision, for pupils for whom that is required, that is ‘additional to and different from’ that provided within a differentiated curriculum, to better respond to the four areas of need identified in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

This policy details how we will use our best endeavours to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that those needs are made known to all those who are likely to work with them.

Every teacher is a teacher of every child, including those with SEND. At Avonmouth we ensure that teachers are able to identify and provide for those pupils with SEND, allowing these pupils to join in all school activities alongside their peers. We want to raise aspirations and achievement for all our pupils, including those with SEND and our school provides a focus on outcomes and not just hours of provision and support.

**AIMS AND OBJECTIVES**

We aim:

- To ensure that we have the best interests of the child with special educational needs and their families at all times and our decisions are made with them at the forefront of our thoughts.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To take into consideration the views of the child and their parents/carers in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all involved in the process.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To identify the roles and responsibilities of all staff in providing for children’s special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

- To ensure that all children including those with SEND have equality of opportunity and their achievement is monitored in accordance with our equalities objectives.
- To work in cooperation and partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Identifying SEND**

Some children come to us with a need for support and/or provision that has already been identified. In these situations a transition plan will be put in place that includes a meeting with all agencies involved, representatives from current placement (if applicable), parents/carers and the school INCO, in order to ensure continuity of support.

However, teachers and parents/carers may have a concern about a child, which has not previously been identified, that falls within the four key areas of educational need;

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

If this is the case the flow chart, in the appendices to this document, applies.

These four broad areas give an overview of the range of needs that should be planned for. A child may have needs in more than one of these areas. The purpose of identification process is to determine what action the school needs to take, not to fit a pupil into a category. At Avonmouth CE Primary & Nursery School we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child.

### **EQUAL OPPORTUNITIES AND INCLUSION**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. At our school we strive to meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our Inclusion Lead and individual teachers.

Through appropriate provision we respect the fact that children:

- Have different educational and or behavioural needs.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy .
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their own behaviour and to take part in learning effectively and safely

- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

### **SCHOOL REQUEST FOR EDUCATION HEALTH AND CARE PLANS**

Where appropriate, a request will be made by the school to the LEA for an Education Health and Care Plan (EHCP) if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to address those needs, including any resources or special arrangements put in place. *Parent/ carer consent will always be sought before we make a request to the LA.*

The Inclusion Lead and the parents/carers will work very closely together during this process.

The evidence gathered will include:

- Previous Individual Education Plans (personal provision plans or PPP targets)
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National curriculum attainment levels in literacy and maths.
- Education and other assessments, for example from a speech and language therapist or educational psychologist.
- Views of the child.
- Views of the parents / carers.

The parents / carer of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

### **ACTION PLANS**

At our school we ensure that planning for SEND is person centred, therefore children and their parents/carers are involved as fully as possible in setting targets and making plans of provision to support the achievement of those agreed targets. Together, we write Personal Provision Plan (PPP) targets, so that the child and their parent/carers, is fully involved with their own learning and has ownership of the targets that they are working towards. As far as possible, children should be involved in all meetings and reviews of their progress and targets will be written in language that is accessible to the child.

Targets will include:

- How the child's needs can be best supported in the classroom
- How the child's needs can be best supported at home
- The short term targets for the child (Specific, Measureable, Achievable, Relevant and Time based or 'SMART' targets)
- The provision to be put in place

### **ACCESS TO THE CURRICULUM**

All children have an entitlement to a broad and balanced curriculum, which is highly differentiated to enable that they to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and work is differentiated appropriately, using assessment to inform the next stage of learning. Our school puts appropriate training in place for teachers and teaching assistants.

PPP targets, which employ a small steps approach, feature significantly in the provision that we make at our school. All children on the special educational needs register have a PPP with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times that when opportunities arise to maximise learning children will work in small groups or in a one-to-one situation outside the classroom.

**ALLOCATION OF RESOURCES**

The Inclusion Lead is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care plans.

**THE ROLE OF THE GOVERNING BODY**

The Governing body challenges the school and its members to secure necessary provision for any pupil identifies as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing body has decided that children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy. The admission policy is currently the LA policy for all maintained schools in Bristol. The Governing body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full governing body.

**MONITORING AND EVALUATION**

The Inclusion Lead monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers in drawing up PPP targets for children. The Inclusion Lead and the Head Teacher hold regular meetings to review the work of the school in this area. In addition the Inclusion Lead and the named governor with responsibility for special educational needs also hold regular meetings.

**PERSONAL INFORMATION**

In accordance with the Code Of Practice 2015 and the GDPR all personal information held on a child is stored in a locked cabinet in the Leadership Room. Files are stored according to class and information is shared on a ‘need to know’ basis.

Approved by Governors.....

Date.....