



Special Educational Needs and Disabilities Policy

September 2018 – Updated Annually

1. Definition of Special Educational Needs & Disabilities

1.1 We define children who have Special Educational Needs / disabilities (SEN(D)) as:

- a child who has a diagnosed difficulty or condition, which requires Special Educational Provision to be provided in order for them to access education and make progress.

1.2 We identify Special Educational Needs under the following four categories:

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

1.3 Any child with a disability, as defined under the Equality Act 2010, who requires Special Educational Provision (including specialist equipment) is defined as also having SEN.

2. Overall Aims

2.1 That children with Special Educational Needs and / or disabilities (SEND) are identified early.

2.2 That children with SEND have full access to a broad, balanced and appropriately differentiated curriculum.

2.3 That children with SEND receive the appropriate support and Special Educational Provision to ensure they make progress and reach their potential.

3: Key Procedures

3.1 Identification, assessment and monitoring of Special Educational Needs follows the procedures set out by The SEN Code Of Practice. At all stages, we use the process 'Assess, Plan, Do, Review' to ensure that we have a clear picture of a child's difficulties, a plan for addressing these and systems to ensure that our actions are effective.

3.2 Raising a Concern It is the responsibility of the class teacher to raise a concern regarding a child who is suspected of having Special Educational Needs. A 'Raising The Concern' (RTC) form must be completed and sent to the inclusion team. Regular allocation meetings are held to allocate concerns to members of the inclusion team. The team member will then begin the assess stage of the 'assess, plan, do, review' cycle.

3.3 Assess, Plan, Do Review

Assess: Assessments, observations and information gathering takes place to gain more information regarding a child's difficulties. Referral to a special professional, such as the Educational Psychologist, Speech Therapist or Occupational Therapist may be needed for a specialist assessment and diagnosis.

Plan: Support is planned for the child to address their difficulties. This may be in-class support or out of class Special Educational Provision.

Do: The support and additional provision is put in place for a planned period of time.

Review: At regular intervals, the child's progress is reviewed. Support and additional provision may then be amended to ensure that the child is making the most progress.

4: SEN Support

4.1 This is the Code of Practice term for children requiring Special Educational Provision. If it is decided that a child meets the definition of SEN, they will be included on the SEN register and support put in place. Parent(s) will be notified that their child has been entered onto the school's SEN register.

4.2 The child will be issued with a Special Educational Provision Plan. This sets out the Special Educational Provision that will be provided, additional support / equipment to be provided in class and specific targets to be met. Special Educational Provision is reviewed regularly by the SENCO and staff involved.

4.3 The SENCO provides training and support to teachers to ensure that quality first teaching is at the forefront of any provision.

4.4 SEN key workers provide specific support to children with SEN in the school. They carry out intervention groups to support specific needs or in class support.

5: Education, Health and Care Plans

5.1 We follow the SEN Code of Practice and Local Authority guidelines regarding SEN children who are not making satisfactory progress, despite a significant period of Special Educational Provision at the SEN Support stage.

5.2 In consultation with parents, the school may decide to refer to the Local Authority for a Statutory Assessment, in order to obtain an Education, Health and Care Plan (EHCP).

5.3 If the school decides that a child does not meet the Local Authority criteria for a Statutory Assessment application, parents are able to make their own request directly to the Local Authority.

5.4 If the application is unsuccessful, the child will continue to be supported at the SEN Support stage. Parents have the right to appeal the Local Authority's decision and will be provided with information on how to do so from the Local Authority.

5.5 If the application is successful, the Local Authority will issue an EHCP. This will set out the child's identifies needs and necessary provision as well as indicate additional resources and funding available to the school. The school will consult with parents regarding the provision we are able to put in place using the additional funding we receive for the EHCP. This will not necessarily mean that the child is provided with an additional adult to support in class. They may be provided with additional equipment and

additional Special Educational Provision such as specific specialist intervention. This will be determined by the child's needs and what will ensure they make the most progress.

5.6 In addition to the termly provision reviews, Annual Review meetings are held for children with an EHCP. At this meeting, we will review a child's progress towards meeting their EHCP targets. If any alterations to the plan are deemed necessary, such as request of additional funding or change in education placement, this will be decided at the meeting and referred to the Local Authority. These meetings are led by the school's inclusion leader; also invited are: parents, class teacher, other members of school staff who work with the child and any specialist professionals involved in the child's care or education.

6: Children with disabilities

6.1 Some children in our school have disabilities. The school fully meets the requirements of the Equality Act 2010, which identifies a person with disabilities as: 'a physical or mental impairment, which has a long term and substantial effect on their ability to carry out normal day to day activities.' We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

6.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

6.3 Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials.

6.4 Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

7: Teaching, learning and assessment

7.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

7.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work and additional support that is in line with that child's individual needs.

8: Disapplication and modification

8.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every

effort to meet the learning needs of all its children, without recourse to disapplication. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

8.2 In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA).