

Special Needs Policy

Definition/rationale

Bradwell C.E. Infant School is a mainstream school it is also Church of England Voluntary Controlled. Our vision is to care, share & learn together in a caring Christian environment. Within this context our school is a fully inclusive school which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Meeting the needs of pupils with SEND is an integral part of the work of our school. All staff, Governors, parents/carers work together with outside agencies to ensure that the diverse needs of all children are met, enabling them to have the best possible start to their education.

Aims

- To provide appropriate and high quality education within a happy and secure learning environment
- To enable equal access to a broad, balanced appropriate and relevant curriculum for every child; suited to their needs, abilities and interests
- To help all children to fulfil their potential, to gain confidence, self-respect and a positive self-image
- To ensure that all children are fully included in the school community

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special education needs.
- To provide a SENCO who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special education needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

Identifying Special Education Needs

When identifying SEND we will work in line with the Code of Practice 2014 which specifies 4 different areas of SEND

- Communication and Interaction

- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

When considering if a child has SEND we will consider the needs of pupils by considering the needs of the whole child.

Children with SEND are identified with reference to:

- Information from the child's previous educational experience
- Results from baseline assessment
- Standardised screening or assessment tools (e.g. assessments undertaken by the educational psychologist/support teacher)
- Progress against objectives specified in the National Curriculum
- Use of continuous assessment by the class teacher
- Expressions of concern by parents/children/staff in school/outside agencies

Other factors that are not directly SEND will be considered and acted upon if they are impacting on the progress and attainment of individuals. Such factors are:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupils in receipt of Pupil Premium
- Looked-after children
- Children whose parents are in the armed forces

A graduated approach to SEND support

Our graduated approach to SEND is as follows:

- Teacher assessments/Baseline assessment
- Entry on class profile sheet as 'Of Concern'
- Discussion amongst staff and with parents leading to targeted intervention or intervention from external agencies eg Speech and Language Service, Hearing or Vision Test
- Evaluation of intervention - within school and to be discussed with parents
- A further intervention programme will be planned for the child if necessary and the cycle of 'Assess - Plan - Do - Review' will continue with parents/carers being kept fully informed.
- Provision mapping is in place to help the cycle of 'Assess - Plan - Do - Review'.
- Once school has exhausted the interventions and support that they can provide additional support will be obtained from external agencies. At this point the child would be placed on the SEND register.

Pupils who enter school who are already accessing significant support from external agencies or whom present with significant needs may after discussion with parents be placed immediately on the SEND register. The cycle of 'Assess - Plan - Do - Review' will then be followed for such pupils with outside agencies being involved as necessary.

Managing pupil' needs on the SEND register

Each term one staff meeting is allocated to the evaluation and planning of provision for pupils with SEND. All staff meet together to evaluate progress made and plan possible next steps for individuals. Provision maps would be updated. Following this meeting parents of pupils with SEND would be invited to a review meeting with their child's class teacher.

Training and Resources

SEND is allocated a budget annually which is used to:

- Buy in services of outside agencies
- provide additional staff hours
- purchase additional resources
- provide staff training

In-service training for both teaching and non-teaching staff is undertaken when appropriate needs and opportunities are identified and may include:

- Attendance at relevant courses provided by Derbyshire LA and others
- Participation in staff training days which focus upon SEND issues
- Participation in other on-site activities e.g. staff meetings
- Joint in-service activities with other local schools
- Keeping informed of relevant developments through publications from DfE, LA and other sources.

Roles and Responsibilities

Headteacher (Geoff Wharton)

- Ensure that all those who are likely to teach a person with SEND are aware of those needs
- Oversee strategic development of the SEND policy and provision, with the SEND Coordinator (SEND CO) and governing body
- Manage learning support assistants
- Day-to-day management of provision for children with SEND
- Keep the governing body informed
- Designated teacher for Safeguarding, managing Pupil Premium and looked-after children funding

SEND Coordinator (SENDCO) (Julie Moss)

- Contribute to strategic development of SEND policy and provision, with the headteacher and governing body
- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Liaise with and advise fellow teachers/teaching assistants
- Oversee the records of all children with SEND
- Contribute to the in-service training of staff
- Liaise with external agencies (including the LEA's support and educational psychology services, health and social services)

Class teachers

- Liaise with parents of children with SEND
- Involve pupils in making provision for their SEND
- Be involved in the development of the SEND policy
- Be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND
- Assist in the initial identification of pupils with SEND

Learning Support Assistants

- Be involved in the development of the SEND policy
- Be fully aware of the procedures for identifying, assessing, and making provision for pupils with SEND
- Assist in the development and delivery of provision for pupils with SEND

Governing Body

- Determine the school's general policy and approach to provision for children with SEND
- Establish appropriate staffing and funding arrangements
- Maintain a general oversight of the school's work

Storing and Managing Information

All documents relating to individual pupils and their SEND will be stored in a locked filing cabinet within the school office. Documents relating to pupils are transferred to Bradwell Junior School. Copies are kept for one year then shredded.

Dealing with Complaints

Initially the parent should discuss their concern with the Head Teacher. Following this if the parent remains concerned they should direct their concern to the Governing Body. In such situations the schools complaints procedure would be followed. For further information please see our 'Complaints Policy'.

Reviewing the Policy

This policy will be reviewed annually.

In addition to this policy please see the following policies.

- Equality Policy
- Child Protection Policy
- Accessibility Plan
- SEND Information Report
- The Derbyshire Local Offer

http://www.derbyshire.gov.uk/education/schools/special_educational_needs/default.asp