



Special Educational Needs and Disabilities Policy

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Kerry Young (updated)	February 2019	February 2021	Yes

As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principals and practices adhere to the Values Education ethos.

We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our schools' policies include the Pixie class (Shillington) and the before and after school club (Stondon).

Head Teacher:

Date:

Chair of Governors:.....

Date:

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

At Shillington Lower School, we are passionate about all children receiving the best possible education and be able to develop to their full potential, in line with their individual needs and abilities. We endeavour to optimise opportunities for participation and achievement across all areas of school activity (social, curricular and physical) by:

- Providing a broad, balanced and relevant 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 or disabilities 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 and disability policy
- Liaising with, and advising, teachers and teaching assistants
- Co-ordinating provision for children with special needs or disabilities

- Maintaining the schools Special Needs and Disabilities Register and overseeing the records on all pupils with special educational needs or disabilities
- 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 or disabilities.
- Arranging termly meetings with class teachers to review special educational needs or disabilities pupil progress
- Arrange termly meetings with the special educational needs and disabilities Governor

The Governing Board is responsible for

- Monitoring that necessary provision is made for any pupil who has special educational needs or disabilities
- 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 or disabilities

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 and disabilities
- 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 or disabilities 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.

Resources

Shillington Lower School makes full use of the money allocated for SEND within the delegated budget. As and when appropriate, this is used for any or all of the following:

- The appointment of teaching assistants
- The purchase of support materials
- SENDCO release time

Money allocated to children with an Education Health Care Plan is used to fully support those children within the school. The resources and provision made for these children varies according to the needs at any particular time.

The Head teacher informs the Governing body of how the funding to support special needs has been employed.

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 and Disability Governor is Mrs Jeanette Mills.

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

Links to Other Policies

Admissions Policy