SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This is the policy document for Special Educational Needs and Disabilities (SEND). This policy is in line with the SEND Code of Practice (September 2014).

The co-ordinator for SEND, responsible for the day to day management of this policy, is Ian Osborne. (SENDCO)

Other teachers (Ruth Watson and Julie Roberts) are responsible for working with pupils, teachers and the SENCO in the provision of SEND support.

The group responsible for monitoring this policy are the Senior Management Team, and the Link Governor of the Governing Body for SEND, Mrs Jeanette Waller.

This policy should be read in conjunction with the Inclusion Policy. Where it is within our ability to meet the needs of a child they will be admitted and included in all aspects of school life. It is the right of all children regardless of any special educational needs or disability to have the same curriculum as other children at an appropriate level.

Definition of SEND

Some children, for a range of reasons, which may be temporary, have greater difficulty in learning or in gaining access to the curriculum than others. Some children may have a disability that prevents or hinders them from making use of educational facilities.

Children with additional needs, which arise solely because their first language is not English are not included within this definition.

The areas of need are classified under four broad areas:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They
may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Aims of the SEND Policy:

- To ensure the school works in partnership with parents/carers and children with SEND and to enable them to have a voice in the process;
- To help enable all children to work towards promoting a positive self-image, self worth and achieve their best;
- To ensure an environment that meets the special educational needs of each child;
To ensure that the special educational needs of children are identified as soon as possible, assessed and provided for using The Graduated Approach - Assess, Plan, Do, Review;

To make clear the expectations of all partners in the process;

To identify the roles and responsibilities of staff in providing for children’s SEND;

To enable all children to have full access to all aspects of the school curriculum and school life;

**Roles and responsibilities**

Provision for children with SEND is a matter for the school as a whole.

**Role of the Class Teacher**

Class teachers have a responsibility and central role in meeting the needs of children with special educational needs in their class wherever or whoever the pupils are working with.

Class teachers are responsible for:

- Creating a welcoming and inclusive environment
- Planning and preparing learning activities which meet the needs of and ensures progress for children with SEND in their class using The Graduated Approach – Assess, Plan, Do, Review
- Produce termly Person-Centred Pupil Profiles
- Ensuring that each child experiences success
- Maintaining a class SEND folder
- Being the first point of contact for parents
- Raising initial concerns with the SENCO if a child presents with SEND
- Meeting with parents and SENCO to set and review specific targets

**Role of the Special Needs Co-ordinator (SENCO)**

The SENCO is responsible for:

Promoting children’s inclusion in the school community

- Identifying and assessing a child’s strengths and needs in consultation with parents, teachers and other professionals
- Co-ordinating the provision for and manage the responses to children’s special needs, including outside agencies
- Monitoring the effectiveness of the SEND provision through robust Provision Mapping and tracking of progress
- Securing relevant services for the child where necessary
- Ensuring that appropriate Person-Centred Pupil Profiles are in place for children with SEND
- Ensuring records of strengths needs and provision are maintained and kept up to date
- Liaising with and providing information to parents on a regular basis
- Ensuring that any records are transferred to the appropriate body when a child transfers to another school
- Holding regular meetings with LSAs (Learning Support Assistants) to share knowledge of children with SEND
- Monitoring the work of LSAs
- Supporting, advising and liaising with colleagues about differentiated teaching methods
- Contributing to and managing the records of children with SEND
- Co-ordinating the documentation required by outside agencies and LEA
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made
- Monitoring and evaluating the SEND provision and report to the Governing Body
- Overseeing the transfer arrangements of children with SEND between Foundation Stage and KS1, KS1 and KS2 and KS2 and KS3
- Working with individuals and groups as appropriate

Role of the Headteacher

The headteacher will:
- Work closely with the SENCO to ensure the best possible provision for children with SEND
- Ensure that adequate training is available to all staff
- Liaise with external agencies as appropriate
- Liaise with and support parents
- Provide support and guidance to all staff
- Ensure that programmes are put in place for the identification of needs of new entrants
- Give an overview of the identification of needs of new entrants
- Inform the Governing Body of how the funding allocated to support SEND has been employed

Role of the Governing Body

The Governing Body will:
- Take overall responsibility for the necessary provision for any child identified as having SEND. It will report annually to parents on the effectiveness of the school’s policy for children with SEND
- Maintain contact with the SENCO through a delegated member
- Monitor the effectiveness of SEND policy through the SEND sub-committee
Role of the Learning Support Assistants

The LSA will:

- Work with children with SEND, in groups or individually as directed by the Class Teacher, adapting the task if required to facilitate the child working independently and working towards the targets outlined in the Person-Centred Pupil Profiles
- Attend weekly meetings or training sessions led by the SEND Team
- Help monitor and assess progress and keep useful records which are passed on to the SENCO
- Undergo training as appropriate
- Liaise with the class teachers and other assistants to best support the children
- Attend review meetings when appropriate
- Have an awareness of the needs and difficulties of the children they are working with and ensure that they play as full a part in the lesson as is possible.

Co-ordinating and managing provision

The SENCO has a key role in determining the strategic development of SEND policy and provision in the school to raise the achievement of children with SEND. The Key Stage 2 SENCO is a member of Senior Management Team representing the interests of children with SEND in the Foundation Stage and Key Stage 1.

Admission arrangements

The whole school community welcomes all children with SEND, adopts an inclusive approach and ensures that appropriate provision is made to cater for their needs.

Specialisms and special facilities

The school has experience in supporting children within the four broad areas of SEND. If required additional support is provided by outside agencies such as Educational Psychologist Service, Speech and Language Therapists, Whitefield Outreach Service, Occupational Therapists, Health services, CAMHS, bereavement counselling etc.
Identification, Assessment and Provision

Identification, assessment and review

- We are committed to the early identification and intervention of children who may have SEND in the Foundation Stage and Key Stage 1. Children have a baseline assessment at the beginning of Key Stage 2.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- The Graduated Approach – Assess-Plan-Do-Review is at the heart of the whole-school practice, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. Where a potential special educational need has been identified, this approach becomes increasingly personalised, as it responds over time to a growing understanding of the child’s barriers to and gaps in learning and an increasingly individualised assessment of need.
- For a few children, it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be appropriate. The Local Authority is responsible for carrying out a statutory assessment of a child or young person with SEND under the Child and Family Act 2014 which may lead to the award of an Education and Health Care Plan (EHCP).
- In the case of children with Statements of SEN or EHC Plans, official reviews are held annually, in addition to termly reviews.

Curriculum access and inclusion

- Teachers use a range of strategies to meet children’s SEND. Lessons have clear learning objectives and work is differentiated. Assessment is used to inform the next stage of learning.
- Children with SEND are supported inclusively in the classroom in a one-to-one, paired or small group setting. Occasionally they may be taught, receive therapy or support out of the classroom to enhance or enable them to better access the school curriculum.

Evaluating success

- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff’s continual professional development and our priorities for the year.
- The SEND Team in conjunction with the Senior Management Team monitors classroom practice.
- SEND practice is evaluated in relation to the School Development Plan.
Concerns procedure

Any concerns should be initially brought to the attention of the class teacher. Further concerns should be put to a member of the SEND Team. Unresolved concerns should be addressed to the Headteacher. However, we aim to work so closely with parents that concerns are aired and addressed before they reach this stage.

Partnership within and beyond the School

We encourage parents to make an active contribution to their child’s education. At all stages of the SEND process the school takes account of the wishes, feelings and views of the parents and we have regular meetings or conversations with them, to share the progress of SEND children. We inform the parents of any outside intervention and provide them with clear information relating to their child.

Staff development and appraisal

- We have regular staff meetings where SEND issues are discussed, as well as weekly meetings of the support staff.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate, or individuals can access training that is necessary for their professional development.

Links with other agencies, organisations and support services

Advice and support from outside agencies is sought when necessary.

The voice of the child

- The Person-Centred Pupil Profile is an integral approach to listening the voice of the child in this school.
- In this school, we encourage pupils to participate in their learning by giving them every opportunity to express their feelings and discuss individual targets with class teachers.
- We give the child opportunities to talk to a trained adult whenever this is appropriate.

Partnership with parents

- We share information with parents/carers in informal conversations, individual meetings and involvement in Person-Centred Pupil Profiling.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets.
• We believe that our concern for the child continues outside school and we will support parents in their dealings with their children e.g. helping them implement behaviour programmes.
• Parents/carers are encouraged to use the Parent Partnership Service.

Links with other schools and transfer arrangements

• We have strong links between Key Stage 1 and Key Stage 2 and weekly meetings by the SEND Team.
• We hold meetings with SENCOs from local secondary schools before transfer takes place in the summer.
• We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light by all our pupils.

Monitoring and review

• This policy will be monitored and reviewed regularly in conjunction with the governors to take account of any new initiatives.

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