

Special Educational Needs and Disabilities Policy

The aim of this Special Educational Needs and Disabilities (SEND) policy is to provide information for parents, Governors, teachers, and support staff about the school's philosophy and practice in relation to Special Educational Needs and Disabilities. It also offers practical guidelines on key processes and identification, assessments and provision for support.

The school's SEND policy is based on the following principles:

- that all teachers have a responsibility to meet the needs of children with special educational needs and disabilities with the advice and support of the school co-ordinator and external professionals as appropriate,
- that all teachers of children with SEND work closely with parents and carers to listen to their views in order to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum,
- that all children are entitled to a broad, balanced and relevant curriculum which includes the Foundation Stage and National Curriculum,
- that monitoring the progress of all children is an on-going process which enables early identification of children who may require additional or different provision to be made for them,
- that all parent/carer involvement and support is vital to the success of the education of children and especially those with SEND,
- that children with special educational needs and disabilities are fully included in the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Definition

We have regard to the definition of SEN stated in the Code of Practice (January 2015)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a

significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Special Educational Provision means:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

There are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Children may have needs that cross all these areas and their needs may change over time.

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.

Identification and Assessment

We are committed to the early identification and support of children who may have SEND, by measuring the child's progress, by referring to:

- the outcome of baseline assessment results
- their performance monitored by the teacher as part of on-going observation and assessment
- their progress against the objectives and level descriptions specified within the Early Years Foundation Stage and National Curriculum
- other standardised screening or assessment tools

The school is open and responsive to expressions of concern raised by parents/carers and takes into account any information that they provide about their child and any other records from previous schools the child may have attended.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

If a teacher identifies a child who may have SEND it may be necessary to devise an Individual Learning Plan (ILP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the Special Education Needs coordination (SENDCo) and Learning Support Assistants (LSA) and invites parent/carers, as well as the child, to be involved in setting appropriate targets and strategies. These are reviewed each term.

If adequate progress is not made after a period of intervention and review, the teacher, in consultation with the SENDCo, may conclude that further support and advice is needed. External professionals such as a Learning Support Advisory Teacher (LSAT), Speech and Language Therapist (SALT), Educational Psychologist (EP) may become involved with the child. A new ILP will be drawn up in consultation with the parents/carers and child using the new information gathered.

The ILPs are continually under review to ensure that the targets set are appropriate and provide success for the child and that progress is being made. In a very few cases it may be necessary for the school to consider, in consultation with parents/carers and outside agencies involved, whether a statutory assessment may be appropriate. We use the LEA guidance to help make such decisions. If the child's needs are considered severe and complex, the LEA may issue an Education Health Care Plan (EHCP).

The role of the SENDCo

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) **must** ensure that there is a qualified teacher designated as SENCO for the school. (Code of Practice 6.84)

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. (Code of Practice 6.87)

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. (Code of Practice 6.88)

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. (Code of Practice 6.89)

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support and ensuring that appropriate ILPs are in place and reviewed and updated regularly
- ensuring relevant background information about children with SEND is

- collected, recorded and updated regularly
- ensuring the effective deployment of learning support staff in conjunction with the head teacher
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools and external support agencies,
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The member of staff with additional responsibility for SEND is Mrs Helen Garcia

The role of the Governors in the implementation of SEND

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014. (Code of Practice xxii)

Working with the head teacher and SENDco school governors should ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (Code of Practice 6.90)

The governing body should:

- ensure teachers are aware of the importance of identifying and providing for children with SEND
- consult with the LEA and other governing bodies, where necessary or desirable in the interests of coordinating special educational provision in the area as a whole
- ensure that a pupil with SEND participates fully in the activities of the school, as far as is reasonably practical, including the efficient use of resources
- report to parents/carers on the implementation of the school's SEND policy
- ensure parents/carers are notified of the decision of any extra provision being made for their child
- have regard to the Code of Practice when carrying out its duties to pupils with SEND

The governors are kept informed of developments by the SENDCo at termly link governor meetings. The whole governing body is informed through a report included in the head teacher's report to governors termly. This includes:

- the number of pupils on the SEND register,
- the number of pupils who have an EHCP
- any significant changes to the SEND policy

In addition, the Standards and Curriculum committee of the governing body will examine success of the policy in relation to pupil progress and achievement.

The governor appointed as having responsibility for SEND is Mrs Yvonne Davis. She is available to discuss points of interest or concern with fellow governors and staff.

Admission Arrangements

We welcome all children to our school within the terms of the LA admission arrangements and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEND play a full and active part in the daily life of the school and are encouraged to participate in all activities. If additional provision is necessary the parents/carers are informed. Children who have an EHCP are placed by the LA. They make every effort to comply with pupil and parental/carers preferences.

Allocation of resources

The LA provides a proportion of funding to support children who have an EHCP

From the school budget we make funding available for those children with SEND who do not have an EHCP. This is decided on a yearly basis as part of the Governors' budget setting procedure.

Support

Support will be allocated taking into consideration the following priorities

- the needs of pupils with an EHCP
- numbers of pupils who require support in different class groups
- the need for support in different areas of the curriculum

Teacher planning will take into account the needs of individuals/groups in the curriculum. LSAs will work under the direction of the class teacher on ILPs or general curriculum support within the framework of their job description. Whilst specific pupil may be the focus of the work of the LSA it is not expected they will have exclusive contact with these pupils.

Pupils with SEND will spend most of their time fully incorporated with the class group. However, in order to maximise their potential as learners it may be necessary to support some pupils for some of the time outside their mainstream class.

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos in which the culture, practice, management and deployment of resources in the school are designed to ensure all children's needs are met. We have high expectations and suitable targets, a broad and balanced curriculum for all children and systems in place for early identification of barriers to learning and participation.

Criteria for Success

The broad principles and objectives set out in the policy lay the foundations for the criteria by which we evaluate the success of our policy. We review and report on the effectiveness of the policy by checking the progress of the children identified and by analysing pupil tracking data, level mapping, test results and value added data.

Procedures for Concerns

We endeavour to do our best for all the children but anyone with concerns is asked to approach the class teacher in the first instance, then the head teacher, then the SENDCo or the SEND governor and a response will be made as soon as possible. Parents/cares are informed about the Parent Partnership Services so that they can obtain support, advice and information if they wish.

Support services available

We believe that effective action on behalf of the children with SEND depends upon close co-operation between the school and other professionals eg LA, SEN support services, health and social services and parent partnership.

Partnership with Parents/Carers

Parents/carers will be notified early if we have any concerns about their child's learning. We share information with parents/carers in informal conversations and individual meetings. Parents/cares are invited to regular review meetings to discuss progress and to be involved in the setting of targets with appropriate intervention strategies to help the child both at school and at home. A copy of the LSAT report is sent home with a letter offering an opportunity to meet to discuss the report. The school works closely with all agencies involved in supporting pupils. There is also further support and advice from the parent partnership service. We endeavor to promote a culture of co-operation between parents/carers, schools, LEA and others. This is important in enabling anyone with SEND to achieve their full potential.

Pupil Participation

Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matter affecting them. The views of the children in school are given due weight according to their age, maturity and capabilities. Pupils are encouraged to participate in the decision making processes, including setting targets and contributing to their ILPs.

Transfer arrangements

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. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

Review

The SEND policy is subject to a regular cycle of monitoring, evaluating and review. This policy should be read alongside the Behaviour and Discipline, and Equal Opportunities policies as they are directly linked. All appropriate records are kept in school and are available for parents/cares to see.