



Special Educational Needs and Disability Policy

AIMS

As a Community Primary School with 'family' values and at the heart of everything we do, it is important for us to create a fully inclusive environment where each child can develop emotionally, socially and academically. In our school, we are governed by the principles laid out in the document 'Every Child Matters'.

It is our aim to ensure that all children have the opportunity to achieve their potential.

The aims of this policy are:

- *to create an environment that meets the special educational needs of each child.*
- *to ensure that the special educational needs of children are identified, assessed and provided for.*
- *to enable all children to have full access to all areas of the curriculum.*
- *to identify the roles and responsibilities of staff in providing for children's special educational needs.*
- *to ensure that parents recognise and value their role in supporting their child's education.*
- *to ensure that children play an active part in this process.*

AN INCLUSIVE LEARNING ENVIRONMENT

As an inclusive school, opportunity for excellence and enjoyment is our expectation for all children. We aim to overcome barriers to learning and want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- *have different educational and behavioural needs and aspirations;*
- *require different strategies for learning;*
- *acquire, assimilate and communicate information at different rates;*
- *need a range of different teaching approaches and experiences.*

All staff respond to children's needs by:

- *providing support for children who need help with communication, language and literacy;*
- *planning to develop children's understanding through the use of all available senses and experiences;*
- *planning for children's full participation in learning, and in physical and practical activities;*
- *helping children to manage their behaviour and to take part in learning effectively and safely;*
- *helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.*

SPECIAL EDUCATIONAL NEEDS

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- *they have significantly greater difficulty in learning than the majority of children of the same age;*
- *they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age*
- *they are under school age and fall within the definitions above.*

PROVISION

Early intervention:

Many of the children who join our school have already attended an early education setting with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Quality first teaching:

Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Intervention and support

Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum, social situations and assessment activities. Such children may need additional or different help from that given to other children of the same age.

School Action:

If assessments show that a child may have a learning difficulty, a range of strategies are used that make full use of all available classroom and school resources as stated in the provision map of the school. This is updated at regular intervals. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disabilities team (SENDCo team), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo team will then take the lead in further assessments of the child's needs. Strategies used to support the child are recorded in an Individual Education Plan (IEP) or an IBP (Individual behaviour programme). This will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

School Action Plus:

If the series of IEP review identifies that support is needed from outside services, parents are consulted prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at School Action. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

Statutory Assessment:

If the child continues to demonstrate significant cause for concern, the process for pursuance of a statutory assessment will begin. A range of written evidence about the child will support the request.

ASSESSMENT

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCo team assess and monitor the children's progress in line with existing school practices. They can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. This is an ongoing process.

RESOURCES

All assessment resources are stored in school and are available for use.. Funding is available to update existing resources.

Funding is also provided for the allocation of Teaching assistants to support the SEND provision map.

THE ROLE OF SENCO TEAM

The SENDCo is Miss Helen Neil who;

ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

- *manages the day-to-day operation of the policy;*
- *co-ordinates the provision for and manages the responses to children's special needs;*
- *supports and advises colleagues;*
- *oversees the records of all children with special educational needs;*
- *acts as the link with parents;*
- *acts as link with external agencies and other support agencies;*
- *monitors and evaluates the special educational needs provision and reports to the governing body;*
- *manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;*
- *contributes to the professional development of all staff.*

All staff working with SEND pupils;

- *liaise with the SENDCo.*
- *Evaluate their classroom practice to ensure standards are improved and maintained.*
- *monitor and support the implementation of IEPs and IBPs.*
- *initiate and support the use of intervention strategies in school.*

THE ROLE OF THE GOVERNING BODY

The Governing body monitors the work undertaken to support children with special educational needs, The Governor responsible for this is Mrs D Palmer and she liaises with the SENDCo and Headteacher to ensure that statutory duties are being carried out appropriately.

THE ROLE OF THE HEADTEACHER

- *monitors and supports the work of the SENDCo team*
- *informs the governing body of how the funding allocated to support special educational needs has been employed.*
- *meet regularly to agree on how to use funds directly related to statements.*

PARTNERSHIP WITH PARENTS

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

Parents and prospective parents are signposted to the policy for special educational needs, and the arrangements made for these children in school.

Regular meetings take place each term to share progress. Parents are informed of the outcome of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

PUPIL PARTICIPATION

Children are encouraged to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. Success is recognised here as in any other aspect of school life.

TRANSFER ARRANGEMENTS

When children transfer to other schools their records are forwarded to the new school. The SENDCo or class teacher will meet or telephone the new school to discuss the child's needs. The secondary SENDCo is invited to attend annual Reviews of pupils in Year 5 and 6.

MONITORING AND EVALUATION OF SEND PROVISION

The SENDCo monitors the movement of children within the SEND system in school. Staff and governors are provided with regular summaries of the impact of the policy on the practice of the school. Teachers are supported in drawing up Individual Education Plans for children. The SENDCo and named Governor hold regular meetings to review the work of the school in this area. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

COMPLAINTS PROCEDURE

Should a parent feel unhappy with the SEND procedures within the school they will be encouraged to speak with the class teacher or SENDCo, who will then refer them to the Headteacher should it be necessary. If it is not possible to satisfy the complaint within school, then the matter will be referred to the SENCo Governor, and/or the LA who will advise on the course of action that should be taken.

POLICY	DATE	REVIEWED BY	NOTES
Policy received	Sept 2006	SE, GL	
Policy reviewed	Sept 2008	SE	
Policy reviewed	Jan 2010	HN, DP, SE	
Policy reviewed	Oct 2010	HN, DP, SE	Major restructure of policy to occur