

Great Whelnetham Church of England Primary School

Policy for Special Educational Needs & Disability (SEND)

Approved by Governing Body:
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Definition of Special Educational Needs and Disability

'A child or young person has 'Special Educational Needs & Disability' (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he/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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.'

Code of Practice (2014)

The Aims & Objectives of the Schools SEND Policy

The aims and objectives for children with special needs are the same as for all children at this school.

The principle objectives of our Special Educational Needs & Disability Policy are as follows:

- To ensure that all students with special educational needs and disabilities are identified at an early stage and that their needs are met.
- To ensure that quality first teaching, differentiated for individual students is embedded in every class and that teachers are held accountable for the progress and attainment of all students whether or not they have additional needs.
- To ensure that all students have access to a broad and balanced curriculum.
- To ensure that all learners make the best possible progress and realise their full potential.
- To encourage and support learners to participate in decision-making which affects their education, seeking their views and taking them into account.
- To encourage an effective parent partnership to ensure that parents are informed of their child's SEND and communication between parents and school is effective.
- To enable all staff to have a role in identifying students with SEND and to take responsibility for recognising and addressing their individual needs.
- To ensure that all students with SEN and disabilities are able to participate in all activities of the school (Equalities Act; Disability Discrimination Act 2010).
- To promote effective partnership and to involve external agencies where appropriate.
- To encourage the whole school community to demonstrate a positive attitude toward SEND.

The school Governors will report annually to parents on the implementation and success of the special educational needs & Disability policy.

The term Special educational needs and disabilities (SEND) refers to children who are experiencing difficulties in learning, communication and personal development that are significantly greater than other pupils in the school. The SEND Code of Practice describes four areas of difficulty. Some children will experience difficulties in more than one area.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Roles and Responsibilities/Co-ordination of provision

Governing Body

The school governors have a specific responsibility to ensure that:

- Necessary provision is made for any pupil who has special educational needs
- Pupil's needs are made known to all who are likely to teach them
- Teachers in school are aware of the importance of identifying and providing for pupils who have SEND
- Resources to support SEND are used efficiently and effectively
- Parents are notified of a decision by the school that SEND provision is being made for their child
- They have due regard of the SEND Code of Practice and the Disability Rights Code of Practice

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SEND Co-ordinator (SENCo). The Headteacher seeks out and shares best practice with the LA and other schools within the Partnership.

The Parents/Carers

Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school on decisions affecting the child and to inform the school of any changes in circumstances that may affect the child.

The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet the needs of these children. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The Special Needs Co-ordinator

Responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Liaising with parents of pupils with special educational needs
- Liaising with other school's SENCo, advisory teachers, educational psychologists, school nurse, speech and language therapists and other services.
- Meeting regularly with SENCos at other schools to enable him/her to keep up to date with current initiatives locally and nationally to seek out and share best practice.

The Special Needs Co-ordinator is Mrs S Jenkins. She is a qualified teacher with a National SENCo Award. She has responsibility for co-coordinating SEND provision and is involved in the strategic development of the SEND policy. She has responsibility for the day to day operation of the SEND policy, through SEND Support including children with a Statement/EHC Plan, working closely with staff, parents and other agencies.

The Special Needs Governor

The special needs governor is Mrs A Ward-Thomas. She has a responsibility to liaise regularly with the SENCo about developments in SEND, undertake monitoring to see that statutory requirements for meeting SEND within school are met and report to the Governing Body regularly.

Identification and Assessment Arrangements

Identification and assessment of pupils with special educational needs

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include interventions such as the Springboard, Power of 2, Numicon, Toe by Toe and Talk Boost. The governing body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEND.

Differentiation

Differentiation means teaching a pupil in ways and at a level which match their learning needs. Pupils make progress at different rates. Not all pupils learn the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will evaluate then implement strategies to ensure opportunities for better progress are achieved. *All staff are responsible for identifying, supporting and teaching pupils with special educational needs.* The SENCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

SEND SCHOOL SUPPORT (SSS)

We place a child at SSS if it can be demonstrated that they are not making satisfactory progress in spite of the interventions put in place to meet their needs and the differentiated curriculum in the classroom. By placing a child at SSS we are now identifying them as having Special Needs. This may also trigger involvement of SSS outside agencies.

The child:

- Needs a personalised curriculum following advice from outside agencies. This is outlined in the child's Pupil Passport.

Or

- Has significant medical, physical or emotional needs

Or

- Is not making significant progress from their starting points.

Complaints procedure

See school's complaints policy.

Involving parents and pupils in planning and reviewing progress

Our school provides an annual report for parents on their child's progress. Structured conversations take place between staff and parents using Achievement for All (AFA) principles and pupils and parents have input into their Pupil Passports.

Where a pupil is receiving SEND support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We meet parents at least three times each year.

The discussions build in the actions being taken by the school and they also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are

being used. Finally, they provide essential information on the impact of SEND support outside school and any changes in the pupil's needs.

The discussions are led by the class teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment, supported by the SENCo. It provides an opportunity for the parents to share their concerns and, together with the teacher, agree their aspirations for the pupil.

The views of the pupil may be included in these discussions. This is through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff. This record is given to the pupil's parents.

Details of Support

See local offer - <http://www.greatwhelnethamschool.org.uk/>

How we help children with SEND to make the transition between year groups and phases

There are a number of measures in place that support a smooth transfer of **all** children to the next school year. In addition to these, we have the following measures for children with SEND.

- Staff are aware of all children through ½ termly tracking meetings
- At the hand-over meeting in the summer term the current class teacher and the new class teacher go through the child's records as part of the transition handover ensuring all information and records are transferred
- We put in place additional strategies for individual children e.g. extra visits to the new classroom.

Funding for SEND support

Our school is provided with the resources to support those with additional needs, including pupils with SEN and disabilities.

The school has an amount identified within their overall budget, called the notional SEND budget. We use this as part of our normal budget planning, to determine our approach to using our resources to support the progress of pupils with SEND. The SENCo, head teacher and governing body establishes a clear picture of the resources that are available to our school. The local authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the national prescribed threshold.

This policy is reviewed annually by the school and governors.