

# **LEA PRIMARY SCHOOL**

## **Special Educational Needs and Disability (SEND) Policy**

### **Introduction**

This policy was reviewed and updated in September 2018.

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. Some children have special learning 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 and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

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 make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are supported and able to play their part in supporting their child's education;
- to ensure that as far as possible, our children have a voice in this process.

## **Educational Inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We 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.

Teachers 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 a variety of learning and teaching styles.
- planning and adapting to ensure 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 needs that call for special provision to be made. Many children may have special needs at some time in their education. Children have Special Needs if:

They have significantly greater difficulty in learning than the majority of children of the same age.

They have a physical disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

They have a need for differentiation in the curriculum in order to fulfil their potential. This will also include those pupils identified as Gifted and talented (see Gifted and Talented Policy and register)

Children with Special Needs may also have behavioural, social or emotional issues that require particular provision to be made.

Many of the children who join our school have already attended an early education setting. In many cases children join us 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.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **SEN Support**. 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 Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs. In this school the SENCO is Rachel Wylde.

We will record the strategies used to support the child within an **Individual Education Plan (IEP)**. The IEP will show the short-term targets 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. This review will take place at least three times a year (October, February and June) and will involve both pupil and parents.

If the IEP review identifies that support is needed from external agencies, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. These agencies will include School Health service, Educational Psychology Service, Speech and Language, SSEN and Behaviour Support. Recommendations from these may lead to additional or different strategies to those already in place.

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.

If the child continues to demonstrate significant cause for concern, a request for **GRIP Funding or an Education, Health and Care Needs Assessment** will be made to the LEA. A range of written evidence about the child will support the request.

In our school the SENCO:

- 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.

## **The role of the governing body**

The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.

The governing body will aim to secure the necessary provision for any pupil identified as having special educational needs. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is Rosie Turner.

The governing body receives reports annually on SEND practice and provision either through the headteacher's report or the named governor reports at full governing body meetings.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **Allocation of resources**

The SENCO is responsible for the operational management and special needs provision within the school, including the provision for children with **EHC plans**.

## **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 SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice to inform its decision for **GRIP Funding** or an **EHCP**. The needs of the child are considered to be paramount in this.

## **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, provide appropriate equipment and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a target driven approach, feature significantly in the provision that we make in the school. All children at SEN Support have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **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. Parents have much to contribute to our support for children with special educational needs.

The School Profile, published annually, provides detail of how the school meets the needs of all learners. Our named governor meets regularly with the SENCO and provides a report to the governing body.

The school's SEND Information Report is on the school website and will be updated annually.

We have termly review meetings to share the progress of special needs children with parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Parents have the right of appeal at every stage of the process. It is the responsibility of the Local Authority to make disagreement resolution services known to parents, Headteachers, schools and others they consider appropriate. Our school will always strive to avoid conflict and will help parents who choose to appeal over an issue by contacting the appropriate personnel within the authority.

Derbyshire Information Advice and Support Service [www.derbyshireiass.co.uk](http://www.derbyshireiass.co.uk) (DIASS) can help to prevent difficulties from developing into disagreements. In our school we introduce all parents of pupils on the special needs register to the support and range of services offered by DIASS.

### **Pupil participation**

In our school we encourage children 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 age appropriate level in setting targets in their IEPs and, where age appropriate may be involved in an IEP review meeting. Children are encouraged to make judgements about their own performance against their IEP targets, which are then integrated into the IEPs by the teacher. We recognise success here as we do in any other aspect of school life.

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEND system in school. The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the teaching staff devote regular staff meetings to review the work of the school in this area.

The Headteacher and SENCO use a range of school data, including national data such as RAISE online and the schools own tracking data to monitor the progress of pupil's with SEND. The judgement of this progress will also include behavioural, social or developmental progress as well as academic.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Its effectiveness will be reviewed against the following criteria

- All staff are aware of procedures for identifying and meeting the needs of those children with Special Educational Needs, including Gifted and Talented pupils.
- IEP's are working documents in place for all pupils on the SEN register.
- The progress that Special Needs children make over time.

This policy will be reviewed on an annual basis.

Signed:  
Chair of Governors.

Date: 2018