

Special Educational Needs & Disability Policy

This document has been written with due regard to The Special Educational Needs and Disability Code of Practice, January 2015 and The UNICEF CRC Article 28.

Summer 2015

INTRODUCTION and LEGAL REQUIREMENTS

All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

The Special Educational Needs and Disability Code of Practice (Jan. 2015) states that every school is required to identify and address the SEND (special educational need and disability) of the pupils that they support. Mainstream schools **MUST**:

- Use their best endeavours to make sure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND
- Designate a teacher to be responsible for co-ordinating SEND provision
- Inform parents when they are making special educational provision for a child
- Prepare a SEND information report

The purpose of this document is to inform how we at Singleton C E Primary School will meet the above requirements and provide for children with SEND within the context of a broad and balanced curriculum whilst responding to children's diverse needs.

AIMS

The aims of this policy are:

- to ensure provision of 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 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 engage the parents and children in the process of assessing need, delivery of support and reviewing of progress.

EDUCATIONAL INCLUSION

At Singleton C.E. School we have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation and the furthering of skills and aptitude in particular areas. 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.

SPECIAL EDUCATIONAL NEEDS

Children with special education needs may have learning difficulties that call for provision to be made. These needs may be present either throughout or at different times during their school career and accordingly will frequently be reassessed and reviewed. This policy explains how curriculum planning and assessment for children with special educational needs takes account of the type and extent of the needs of the child.

Broad areas of need include:

- communication and interaction
- cognitive and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap

or,

- 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

PLANNING AND PROVISION

It is expected that the class teacher will often be the first identifier of problems using classroom observation and assessment. Parents voicing a concern may highlight a particular need, outside agencies may bring a special need to the school's notice or if applicable, information passed on by a child's previous school/pre-school/nursery will be used. Standardised tests may indicate that there are special educational needs although test results should not be taken in isolation but rather as part of an overall professional judgement.

The response to concerns follows a designated structure which involves consultation between the class teacher, the SENCO, parents and the child from the earliest stage.

1. High quality classroom teaching targeted at their areas of weakness.
2. Gathering of information on pupil's progress to be considered alongside national data and expectations of progress
3. Early discussions between class teacher, SENCO, parents and pupil to agree on strengths, areas of difficulty, agreed outcomes for the child and next steps- notes should be added to the child's record and given to the parents. Parents should also be provided with information about the local authority's

- Information, Advice and Support Service.
4. Implementation of targeted interventions.
 5. Where the need is greater, the school (with parental permission) will consider involving specialists and outside agencies
 6. Where the need is greatest, the school will consider /request an Educational, Health and Care needs assessment

Throughout the above a graduated approach in the form of a four part cycle; Assess, Plan, Do and Review is put in place ensuring the most appropriate support is provided at all times and parents are kept engaged in the education of their child.

In order to address special educational needs, the school:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the response to children's special needs;
- supports and advises colleagues;
- holds termly review staff meetings to discuss progress of pupils with SEND;
- has allocated time (during staff PPA time) for class teachers to meet with SENCO for advice and discussion of pupil progress;
- oversees the records of all children with special educational needs;
- acts as the link with parents
- acts as the 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.
- has a Provision Map to show all the provision, programmes, interventions and staff skills that the school makes or has available to support children with SEND.

THE ROLE OF THE GOVERNING BODY

The governing body has due regard to the Special Needs and Disability Code of Practice when carrying out its duties towards all pupils with 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 SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.