



SYTCHAMPTON ENDOWED PRIMARY SCHOOL

Special Educational Needs and Disability policy

This policy refers to guidance outlined in the new SEND Code of Practice 2015.

Sytchampton School provides a broad and balanced curriculum for all children. The National Curriculum 2014 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 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 and assessment activities. Such children may need additional help 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.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims and objectives

The aims and objectives 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 able to play their part in supporting their child's education;
- to ensure that 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 all their senses and of varied 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 and disabilities

Children with special educational needs and disabilities 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 a disability/ medical condition which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter 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.

Assessment against age related expectation for each subject will enable the school to consider the individual child's attainment and progress against the expected levels for the majority of their peers. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range **may** have special educational needs. School then adopts the graduated approach as outlined in the new SEND Code of Practice 2015.

Initially, if a teacher raises concerns regarding a child's progress, they will complete a cause for concern form and pass it on to the SENCo, the school will then contact the parent or carer. The child will be placed on a monitoring list and their future progress closely monitored. Their needs will be addressed through 'quality first teaching' and the use of Wave 1 or Wave 2 interventions where appropriate, in the classroom. If the child continues to make inadequate progress they will move to stage 2 of the process, known as Additional SEN Support.

Additional SEN Support: Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a

special educational need and disability as defined by the new SEND Code of Practice 2015.

It may be decided that some, **but not all** pupils on the SEND list will be require an Individual Provision Map (IPM) to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. It would be useful for pupils with statements of Special Educational Need or Education, Health and Care Plans to have shorter term Individual Provision Maps, as a working document.

Statement of Special Educational Needs or Education Health and Care Plan:

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for

- High Needs Block Funding
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active Additional SEN Support.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

Individual Provision Map: We will record, in an Individual Provision Map (IPM), the strategies used to support the child. The IPM 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. Opportunities will be given to include Pupil and Parent voice in the review process.

In our school, the SENCO:

- manages the day-to-day operation of the policy;
- alongside the teacher, 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 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, both human and material, to enable appropriate provision to be made 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 when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

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

The SEN 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 of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to statements.

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 before making a formal statement. 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 them to:

- * understand the relevance and purpose of learning activities;
- * experience levels of understanding and rates of progress that bring feelings of success and achievement.

Quality first teaching is the first intervention used. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

IPMs are Individual Provision Maps, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

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. 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. The home–school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We have meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention.

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 appropriate level in setting targets in their IPMs and in the termly IPM review meetings. Children are encouraged to make judgements about their own performance against their IPM targets. We recognise success here as we do in any other aspect of school life.

Monitoring and review

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Provision Maps (IPMs) for children. The SENCO, and the headteacher hold regular meetings to review the work of the school in this area in line with our pupil progress meetings.