

Special Educational Needs and Disability Policy



POLICY DOCUMENT

Reviewed April 2018

Future Review Date April 2021

At Brown Clee CE Primary School we value all our children as ‘unique’ individuals and endeavour to enable each child to achieve their full potential, whatever their ability or specific needs.

Our work is guided by our commitment to equality for all and ensuring that all our children feel fully included and valued members of our school community.

At Brown Clee CE Primary School, all members of staff are committed to ensuring that from each individual starting point, all pupils reach their full potential within an outstanding and inspirational learning environment. We aim to develop and implement a curriculum which promotes the development of the whole child. We work towards ensuring that all our children are confident, resourceful and independent learners who are able to face the future with resilience and ingenuity. For this to be possible we are committed to supporting pupils appropriately in order to remove barriers to learning and participation.

This policy outlines how we identify and manage Special Educational Needs and Disability in our school to ensure that pupils requiring SEND support achieve their full potential.

This policy is to be read alongside **Brown Clee CE Primary School’s Local Offer, Accessibility Plan, Single Equality Plan, Medical Conditions Policy, Anti-bullying Policy, Complaints Policy and information provided on our school website.**

Principles

We endeavour to:

- Monitor the progress of all pupils.
- Work closely with pupils and parents/carers and listen to their views.
- Ensure equal opportunities and commit to meeting the needs of all our pupils.
- Fully integrate pupils with SEND into the life of the school and into a broad, balanced and fully inclusive curriculum.

In order to properly support children with SEND, with regard to the principles set out in the Code of Practice (2014), we believe in the importance of:

- The participation of children and their parents in decision-making.
- The early identification of pupils’ needs and early intervention to support them.
- Greater choice for pupils and parents over the support provided.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of pupils with SEND.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for transition.

Identification of Pupils with SEND

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are within compulsory school age and fall in the definition above or would do so if special educational provision was not made for them.

The four areas of Special Educational Need:

1. Communication and Interaction Needs

Needs may include: Speech, Language and Communication Needs (SLCN), Autism (including Asperger Syndrome)

2. Cognition and Learning

Needs may include: Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

3. Social, Emotional and Mental Health Difficulties

Needs may include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder.

4. Sensory and/or physical needs

Needs may include: Visual impairment (VI), Hearing impairment (HI), Multi-sensory impairment (MSI), Physical disability (PD).

Details about how we support pupils with these specific needs can be found in our SEND Local Offer which is available on our school website.

We are committed to the early identification and support of pupils with SEND. When a child is identified as having SEND, a Pupil Profile, consisting of a Learning Plan and One Page Profile, is developed with the pupil, parents/carers, teacher and SENCo. This is reviewed at least twice a year. Teachers meet with parents of SEND pupils at least three times per academic year.

Graduated Response

Initially we aim to meet every pupils needs within the classroom through quality first teaching. We do this by ensuring that our approaches to planning and teaching address those needs.

Action relating to SEND support will follow an “assess, plan, do and review” model as in the Code of Practice (2014).

Assess

Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupils needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan

If review of the action taken indicated that “additional to and different from” support will be required then the views of all involved including the parents and the pupil will be obtained and appropriate evidence based interventions identified, recorded and implemented by the class teacher with advice from the SENCo. The school may also decide to seek advice and support from outside agencies.

Do

SEND support will be recorded on a plan that will identify a clear set of expected outcomes which will include stretching and relevant academic and developmental targets that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review

Progress towards these outcomes will be tracked and reviewed twice yearly with the parents and pupil. When there is evidence that little or no progress has been made and continuing difficulties and weaknesses have not been remedied sufficiently, school may decide to approach the Local Authority to request a Statutory Assessment. This may or may not result in the LA issuing an Education Health Care Plan.

Adaptations to the Curriculum

Pupils with SEND are encouraged to take part in the full life of the school. The curriculum is carefully differentiated to ensure that every pupil is supported to make the best progress they possibly can.

We have a variety of experiences of supporting pupils with SEND. The SENCo has a broad understanding of the 4 areas of need. Staff have access to relevant training which we continually review in light of current need.

Access to the Curriculum

Although at times it may be necessary to implement modifications to the curriculum, Brown Clee CE Primary is a fully inclusive school. We are passionate that where children have additional needs they will be supported in accessing the full curriculum through specialist equipment and/or human resources. The curriculum is planned to support children's differing learning styles and is differentiated appropriately to enable:

- Understanding of the relevance and purpose of learning activities.
- Levels of understanding and rates of progress that bring experience of success and achievement.
- Through appropriate curricular provision, we respect and acknowledge that children:-
 - Have different educational and behavioural needs and aspirations
 - Require different strategies for learning and participation;
 - Acquire, assimilate and communicate information at different rates;

Need a range of different teaching approaches and experiences.

Admissions

We welcome all pupils into our school and endeavour to ensure that appropriate provision is made to cater for their needs. A decision not to admit a pupil with SEND or an Educational Healthcare Plan would only be taken if their needs could categorically not be met in our school or if it would be incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this

Storing and Managing Information

Records of all SEND provision are stored in a locked cupboard which is in the Headteacher's Office.

The role of the SENCo

The SENCo at Brown Clee CE Primary School is Miss Sue Relph, the Headteacher.

The school SENCo works closely with class teachers/parents and pupils to:

- Identify concerns and develop strategies for supporting pupils either one to one or in small groups.
- Ensure that appropriate records for all SEND children are kept up to date.
- Produce provision maps and Learning Plans.
- Ensure sufficient resources and expertise to meet pupil need.
- Involve external agencies for advice and support, where appropriate, including Learning Support Advisory Teacher, Educational Psychologist, Speech and Language Service (SALT) and Occupational Health Service, Health and Compass.
- Liaise with relevant agencies to support Looked After Children with SEND.

- Ensure that advice and support is effectively implemented.
- Regularly monitor pupil progress against agreed targets.
- Oversee the implementation of learning plans and intervention programmes.
- Ensure that all staff work in accordance with the school SEND policy.
- Represent SEND/intervention pupils at relevant meetings.
- Attend pupil progress meetings for all children.
- Organise additional after school intervention sessions.
- Develop and monitor tracking systems for intervention groups including SEND pupils
- Determine the need for and arrange provision, analysis and evaluation of data and detailed reports/information.
- Submit relevant information to staff, the Governing Body and outside agencies.
- Ensure that SEND is represented in the School Development Plan.
- Contribute to staff development planning and ensure staff have the skills to meet pupil need.
- Contribute to finance monitoring and budget setting sessions providing information on SEND resources.
- Be involved in the recruitment of relevant staff.
- Attend regular training to keep up to date with best practice.
- Work collaboratively with other settings to ensure best practice.
- Ensure effective transition between key phases of education by liaising with key staff from a child's previous setting and the school they will be moving on to.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Role of the Governing Body

The Governor with responsibility for SEND is Ms Ann Wishart. The role entails:

- Reviewing the implementation of the SEND policy.
- Ensuring that the SEND policy is applied consistently across the school.
- Making sure that the necessary support is in place for any child who attends the school who has SEND.
- Attending regular meetings in school.
- Ensuring that sufficient resources and opportunities for training are identified to meet the needs of pupils with SEND.