



SPECIAL EDUCATIONAL & DISABILITY NEEDS POLICY

<u>Review Programme:</u>	
Ratified by Governors at:	Full Governor Meeting on 19th June 2020
Date for next review:	Summer 2021
Signed – Chair of Governors:	<i>K. Wilson</i>
Signed – Headteacher:	<i>P. Campbell</i>



Sketchley Hill Primary School
Special Educational and Disability Needs Policy

Introduction

Sketchley Hill Primary 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, respond to children's diverse learning needs and work to overcome potential barriers to learning. A small number of children have additional learning needs, which cannot be fully met within the differentiated curriculum provided by the class teacher.

A child may require 'educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in school maintained by the LA (other than special school' (Education Act 1996, Section 312 (4) (a)).

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

At Sketchley Hill Primary School we work closely with the Menphys Special Needs Nursery unit. We aim to be an inclusive school engendering a sense of community and belonging with high expectations and suitable targets for all children. Menphys Nursery children are integrated into the main school on a regular basis and vice versa.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational/disability needs of each child;
- to ensure that the special educational/disability 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/disability needs,
- to enable all children to have full access to all elements of the school curriculum.

Educational Inclusion

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 available senses and 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/disability Needs and/or Disability

Children with special educational/disability needs and/or disability have learning difficulties that call for special provision to be made. All children may have special needs and/or disability at some time in their lives.

In our school the Special educational/disability Needs and Disability Co-ordinator (SENDCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- manages, supports and advises colleagues (including support staff);
- maintains the school's SEND record,
- contributes to and manages the records of all children with special educational/disability needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA,
- supports the class teacher in liaising with parents,
- maintains resources and a range of teaching materials to enable appropriate provision be made,
- acts as link with external agencies and other support agencies such as the Educational Psychology Service, Specialist Teacher Service, Hearing Impaired Team, Visually Impaired Team, Autism Outreach, Pre-school (SEND) Inclusion Team, Health Services, Speech and Language, Physiotherapy, Occupational Therapy, Counselling Services, School Nurse, Social Services and Virtual School,
- monitors and evaluates the special educational/disability needs provision and reports to the Governing Body,
- provides advice to classroom assistants working with SEND children,
- contributes to INSET of teaching and non-teaching staff.

The Role of the Governing Body

The SEND code of practice states that the Governing Body must do its best to secure the necessary provision for any pupil identified with having special educational/disability needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They ensure that a pupil with special educational/disability needs joins in the activities of the school together with pupils who do not have special educational/disability needs. They consult the LA and other schools when appropriate. They ensure that parents are notified of a decision by the school that SEND provision is being made for the child.

Sketchley Hill Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome including those with special educational/disability needs, in accordance with the LA's Admissions Policy. If a parent wishes to have their child with an Educational Healthcare Plan (EHCP) educated in mainstream the LA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

The Governing Body has a duty to ensure that school does not treat disabled pupils less favourably. In any future building work the school will ensure that it provides access suitable for all pupils.

Governors evaluate the success of provision provided for children with SEND referring to the DFE, Special educational/disability needs and disability code of practice: 0 to 25 years, selecting from the following:

- SENDCO records
- Senior Management monitoring records
- Pupil tracking data
- School self evaluation
- OFSTED reports
- School development plan.

Allocation of Resources

The SENDCO 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 an EHCP of special educational/disability needs and/or disability.

The Headteacher informs the Governing Body of how the funding allocated to support special educational/disability needs has been employed.

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 SENDCO assess and monitor the children's progress in line with existing school practices.

Pupils special educational/disability needs fall into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Emotional, Social and Mental Difficulties
- Sensory and Physical Needs.

The SENDCO works closely with parents, pupils, teachers and support staff to plan to appropriate programme of intervention and support.

The school uses the SEND Code of Practice model for a graduated approach to the placement of a child's special educational/disability need, taking into account the views of the child and parents at every stage.

1. Class teacher discusses the child and the teacher's concerns with the SENDCO and using LA criteria for placement decides whether to put the child on SEND record or if the child's levels from their FS profile or KS1 SATs are significantly lower than National expectations.
2. A Target Plan is written and additional support is provided by the class teacher/LSA and SENDCO.
3. Advice is sought from outside agencies and the advice given is followed.
4. EHCP Provision – following statutory assessment agreed by the LA.

These interventions are not usually steps on the way to statutory assessment, nor are they hurdles to cross before statutory assessment can be made. Some children will require less help if the interventions work successfully. They are designed as a means of matching special educational/disability provision to the child's needs and are a part of a continuous cycle of planning, action and review completed by the school to enable all children to learn and progress.

Teaching and Learning Strategies

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/disability needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Target Plans

Target Plans feature significantly in the provision that we make in the school for our pupils and employs 'a small-steps approach.' By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs record have an SEND Plan (some medical conditions do not require an SEND Plan).

There are regular staff meetings devoted to issues related to SEND within the school. Staff are also given opportunities to attend training courses to update their knowledge and further their professional development.

The school has links with pre-school providers and local high schools. We ensure that any children with SEND transferring between schools have their needs fully explained and appropriate records passed on. Additional supported visits are arranged according to need.

Partnership with Parents

The school website contains a brief outline of our arrangements for special educational/disability needs and the arrangements made for these children in our school. A named Governor has a responsibility for special educational/disability needs at Sketchley Hill Primary School.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feeling and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share the progress of special needs children with their 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/disability needs.

Any complaints regarding the SEND provision provided are dealt with initially by the Headteacher and referred to the Governors if further support is needed.

Partnership with children

‘All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child’s evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.’

At Sketchley Hill Primary School we encourage our children to contribute individually to the evaluation of their work/behaviour and target setting for further improvements.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and Governors with updates as necessary.

The SENDCO is involved in supporting teachers involved in drawing up SEND/Target Plans for children. The Headteacher reports to the Governing Body through the termly report.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.