

Mugginton Church of England Primary School

Special Educational Needs and Disabilities (SEND).

1. INTRODUCTION

This policy was reviewed and updated in September 2014 in line with 0 to 25 Special Educational Needs and Disabilities (SEND) Code of Practice.

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

2. AIMS AND OBJECTIVES

The aims of this policy are:

- to enable all pupils to make maximum progress in their academic and social development
- to monitor the progress of all children regularly, enabling early identification of any children who may require additional provision
- to identify and provide for pupils who have SEND
- to work within the guidance provided within the SEND Code of Practice 2014
- to provide support and advice for all staff working with SEND pupils
- to work in partnership with parents
- to involve pupils in planning, implementing strategies and reviewing provision where possible
- to involve external agencies when necessary

3. EDUCATIONAL INCLUSION

In our school, we aim to offer excellence and choice to all our children, whatever their abilities 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 using 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.

4. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with SEND 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 significantly greater difficulty in learning than the majority of children of the same age;
- 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;
- they are under school age and fall within the definitions above.

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. 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) is Mr Green and, 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.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP 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.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those already in use. 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 statutory assessment will be made to the LA. A range of written evidence about the child will support the request. If the request is successful, the child will be issued with an Education Health Care Plan (EHC) and associated funding.

5. SPECIAL EDUCATION NEEDS CO-ORDINATOR SENCO

It is the responsibility of the SENCO to:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manages the responses to SEND children;
- support and advises colleagues;
- oversee the records of all SEND children;
- act as the link with parents;
- act as link with external agencies and other support agencies;
- monitor and evaluate the SEND provision and reports to the governing body;
- manage a range of resources, human and material, to enable appropriate provision for children with SEND;

- contribute to the professional development of all staff.

6. 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 SEND pupil. 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 SEND children. The governing body ensures that parents are notified of a decision by the school that SEND provision is being 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 SEND governor in this school is Rev D Glen. The SEND governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

7. ALLOCATION OF RESOURCES

The SENCO is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with EHC Plan. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The funds allocated to the EHC may be used by all agencies involved in that child.

8. 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 to aid progress and provide detailed and accurate indicators.

In our school the SENCO is Mr J Green.

The LA seeks a range of advice before making a formal EHC Plan. The needs of the child are paramount in this.

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

Individual Education Plans, 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. There are times, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

10. PARTNERSHIP WITH PARENTS

The school works closely with parents in the support of those SEND children. We encourage an active partnership through an ongoing dialogue with parents and outside agencies. The home-school agreement is central to this. Parents have much to contribute to our support for SEND children.

The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. A named governor (Rev D Glen) takes a special interest in SEND and is always willing to talk to parents.

We have regular meetings each term to share the progress of SEND 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 SEND children.

11. 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 Early Years 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 IEPs. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

12. MONITORING AND EVALUATION

The SENCO monitors the movement of children within the SEND 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 EHC Plans for children.

The SENCO holds regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.

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.

Our school has an Accessibility Plan and Disability Equality Scheme in line with Government Regulations which may be viewed in school at any time.