

Policy on Special Educational Needs and Disabilities

MUGGINTON CofE PRIMARY SCHOOL

Reviewed	<i>23rd January 2017</i>
HT	J Green
CoG	D Walton
Future Review	<i>Spring 2018</i>

Mugginton CE Primary School

Special Educational Needs and Disabilities Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.

1. Introduction

This policy has been developed in line with the SEND Code of Practice 2014 0-25 guidance in consultation with staff, governors and parents. Our school is committed to providing the best education for all children, whatever their ability or need.

2. Aims and Objectives

The aims and objectives 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. Identifying SEND

The SEND Code of Practice 2014 identifies 4 categories of need

- a) Communication and interaction
- b) Cognition and learning
- c) Social, emotional and mental health difficulties
- d) Sensory and/or physical needs

Some children may have one or more of these needs and a combination of measures will be used to identify the child's needs. The school may invite outside agencies to support the child and school.

4. The Role of parents

Parents have a vital role to play in their child's education and our school aims to work in partnership. Parents are encouraged to discuss any concerns with the class teacher or the Headteacher. Parents are kept informed of their child's progress through formal parents' evenings, reports and informal discussions. Parents are invited to attend IEP review meetings with external agencies. They can find out information about how the Local Authority seeks to support families by following the link: <http://www.derbshireSENDlocaloffer.org> and information on school policies on the school website: www.mugginton.school.co.uk

5. Admissions

Admissions of children with Statements of SEND are the responsibility of the LA, in consultation with the governors. Children with Special Needs without Statements of SEND follow the schools own Admissions Policy.

6. Identification and Assessment of SEND

A child may come into school with an Educational Health Care Plan (EHCP) or statement, either from pre-school provision or from a different school. There will be liaison with previous provision to ensure that records are known to all those professionals who see the child, and to ensure smooth transition.

- If a child has already started school but it is felt that he or she may have SEND, then there is a structured approach of identification and assessment having regard to the SEND Code of Practice (2014)
- All children in school are assessed regularly and any child giving cause for concern may be initially placed on an intervention programme or given extra support in the classroom depending upon the child's individual needs. Parents/carers will be consulted. Outside agencies will be invited to assess individuals and the reports and information will be collated and may lead to an application for an EHCP which will provide funding for an individual to give support to their accelerated, supported and focussed learning.
- We are sensitive to children who are experiencing emotional difficulties and they will be closely monitored by class teachers and the SENCO.

7. Managing pupils needs on the SEND register

We support children with SEND according to their specific needs and advice from specialist external agencies

Teachers regularly assess pupils and track their progress in English and mathematics. The outcomes are reviewed with the Headteacher to assess pupil progress relative to their starting point and targets.

Information is used to inform teacher's planning. Progress data is shared with parents/carers and external agencies at regular IEP review meetings and agreed targets and plans are set for the coming term.

8. Graduated Response for Individual Pupil (GRIP)

Funding can be applied for to support an individual pupil for one year period. The funding is for pupils who require provision over and above that which schools can normally provide. Where a child is not making expected progress following rigorous interventions and high quality teaching, the school may apply for GRIP funding prior to an EHCP, following consultation with outside agencies, the teacher and parents.

9. Pupils with medical conditions

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 and our own school Equality Policy. The school holds a central record of all pupils with medical conditions. We try to make our school accessible for all pupils but are unable to install a toilet for disable use due to the size and layout of the school - please see the Accessibility Policy. We work closely with outside agencies to support pupils with physical/visual/hearing problems.

10. Roles and responsibilities

The Special Educational Needs Co-ordinator (SENCO) for Mugginton CofE Primary School is:

Mrs Joseph Green

The SEND Governor is:

Mrs Sarah Tomlinson

Training needs are identified and the SENCO attends LA training in order to keep up to date with local and national developments.