

Upton-upon-Severn CofE Primary School and Pre-School



Special Educational Needs and Disability POLICY

Headteacher: Mrs Julie Wills

SEND co-ordinator: Joanne Ludlow

Governor responsible for SEND: Caroline Forester-Smith

Definition of Special Educational Needs & Disability (SEND)

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A disability is a physical or mental impairment which has a long-term and substantial adverse effect on a child's ability to carry out normal day-to-day activities.

The **Code of Practice** (2015) names four areas of Special Educational Needs:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

A child may have barriers to learning in one or more of these areas which may have minor or significant implications for their learning. In order for these to be identified accurately children are placed into the following waves to ensure a graduated response to their needs. (See SEN Information Report for a sample of some of the strategies for supporting children in these areas.)

Wave 1: includes high quality, well differentiated, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. The majority of pupils will and can make progress through this whether they have additional needs or not.

Wave 2: involves specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Activities are often targeted at a group of pupils with similar needs. Both teachers and TAs lead/ support interventions and what the children have been working on feeds back into their other areas of learning.

Wave 3: targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. Children with the most complex needs will be supported by an Education, Health and Care plan (EHCP). (From September 2014 'Statements' will be reviewed and rewritten by the authority and will be replaced by an Educational Health Care Plan)

Upton-upon-Severn CofE Primary School and Pre-School

Objectives

- 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, where appropriate, have a voice in this process.

Although our school SENDCO is responsible for co-ordinating and reviewing the progress of children with SEN, we believe that every teacher is a teacher of special educational needs and disability. This policy reflects our commitment to ensure that all pupils are given opportunities to help them achieve their potential - through high quality teaching and learning, support and encouragement; and a broad and balanced curriculum which is relevant to their needs. Emphasis is placed on recognition of the child's particular strengths and interests and the development of high self-esteem.

How will we meet these needs?

- Ensure that Quality First Teaching is embedded across the school.
- Identify those children who have SEND as soon as possible through an 'Initial Concerns' process. Identification may arise from: teachers, parents, school nurse, teaching assistant or social services. Observation both in and out of the classroom and monitoring progress/attainment will be the primary methods of identification and assessment of needs. Reference will be made to medical records and the findings of other professionals as appropriate.
- Provide appropriate intervention at a suitable level. The needs of the children should be met within the classroom environment as far as possible.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- Use resources effectively to support children with SEND.
- Monitor and assess the progress of children with SEND, reviewing next steps for learning.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to provide support.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEND.

Responsibilities for Ensuring Progress and Attainment

- *The Role of the Class teacher*

The class teacher is fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. He or she is responsible for assessing children, differentiating appropriately in his or her teaching and devising suitable plans where necessary. He or she should liaise with parents and the SEND Co-ordinator if it is felt there is any cause for concern. The class teacher is responsible for the initial identification of a child's SEND and must gather records of the nature of the concern, action taken, targets set and review procedures.

- *The Role of the SEND Co-ordinator*

Working with the child's class teacher, the school's SEND Co-ordinator will assist in gathering information and for co-ordinating the child's special provision. She will ensure the day to day operation of the school's policy. She will liaise with and advise colleagues, maintain the school's SEND register and oversee the records on all SEND pupils. Her responsibilities will include liaison with parents and external agencies, in consultation with the Headteacher.

- *The Role of the Governor*

The role of SEND Governor is to liaise with the Headteacher /SENDCo and to question and challenge the progress and monitoring of children with SEND.

Upton-upon-Severn CofE Primary School and Pre-School

- *The Role of Parents*

Parents will be consulted and involved in the identification, assessment and provision of their child's special needs at all stages. In addition, the parents of a child with SEND will be invited to contribute information when an expression of concern has arisen from any source, as follows:

- Their views of the child's health and development
- Their perception of the child's performance, progress and behaviour at school
- Factors contributing to any difficulties
- Action the school might take

Parents will be encouraged to play an active partnership role with the school in supporting their child. They will be able to contribute to the setting of realistic targets, monitoring and reviewing of such a plan.

- *The Role of the Child*

Where appropriate, the child will be encouraged to participate in the decision-making about provision for his or her SEND. His or her views in identifying difficulties, setting goals, monitoring and reviewing progress will be sought and treated sensitively. Great emphasis will be placed upon the involvement of the child and the improvement of his or her self-image and self-confidence. Where appropriate, he or she will complete self-assessment activities and suggest targets for the future.

- *The Role of Other Agencies*

There are many external agencies which the school can contact for advice, resources, monitoring and assessment when more specific support is needed. They may include Learning Support, Educational Psychology, Speech and Language therapists, Behavioural Support teams, Paediatricians, Visual/ Hearing Impairment teams, Child and Mental Health Support Colleagues, and Physios.

Admission Arrangements

We believe that as individuals all children have their own special needs and we will endeavour to cater for a full range of abilities. We are sympathetic to different types of learners. On admission, documentation received relating to an individual child's needs will be noted and appropriate action will be taken to continue to meet those needs.

Transition

We aim to make the transition to High School as smooth as possible for all children through on-going liaison between staff in the respective settings and through visits for the children, especially Year 6. We place high value on our frequent cluster activities which ensure a friendly face in the new environment. Relevant documentation pertinent to the child's SEND will be forwarded to his or her new school together with his or her other individual records.