



ST MICHAEL'S C of E PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY 2016

Every teacher is a teacher of every child including those with Special Educational Needs and /or disability

Our legal responsibilities

This policy has been written in response to the SEND Code of Practice (0-25) April 2015, with reference to the following guidance documents:

Children and Families Act 2014 (Part 3)

Equality Act 2010

Working Together to Safeguard Children 2015

Reasonable adjustments for disabled pupils 2012

Supporting pupils at school with medical conditions 2014

Keeping Children Safe in Education 2016

SENCO: Mrs Emily Wood

The SEN Governor: Mrs Karen Donnelly

Designated Teachers for Safeguarding: Mr Paul Fox & Mrs Emily Wood

The Safeguarding Governor: Mrs Lynda Taylor

If the Headteacher ever assumes responsibility for SEND co-ordination, the SENCO to Headteacher reporting arrangements will be replaced by a reporting arrangement from the Headteacher to the SEND governor.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25) 2015 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if her 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

The definition includes pupils with long term medical conditions such as diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

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Policy to be reviewed September 2017

In particular, we aim to:

- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process and identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable children to have full access to all elements of the curriculum;
- ensure that we work collaboratively with both parents and pupils to ensure the best possible outcomes for pupils.

Roles and responsibilities:

The Special Educational Needs Co coordinator (SENCO) is responsible for:

- co-ordinating the provision for and managing the responses to children's special needs;
- carrying out detailed assessments and observations of pupils with specific learning problems; ensuring that an agreed, consistent approach is adopted;
- supporting and advising all teaching and non-teaching colleagues;
- contributing to the professional development of all staff;
- overseeing the records of all children's special educational needs;
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process;
- making pupil referrals to outside agencies when appropriate;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEN register and records;
- monitoring and evaluating SEN provision;
- reporting to governors;
- implementing a programme of Annual Review for all pupils with a current statement of special educational need or Education Health Care (EHC) plan;
- helping colleagues to identify pupils with SEN and supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), agreeing outcomes appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom;
- ensuring that all teaching assistants and support staff are given any necessary information relating to the supervision of pupils that they work with and supporting them in relation to behaviour management and other issues for particular pupils;
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- liaising with the SENCOs in receiving schools to help provide a smooth transition from one school to the other;

Class teachers are responsible for:

- which pupils require additional support because of special educational need;
- quality first teaching;

- securing good provision and good outcomes for all groups of vulnerable learners by providing differentiated teaching and learning opportunities;
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed plans, either through an IEP or EHC;
- writing, implementing and reviewing IEP's in liaison with the pupil, parents and SENCO.
- monitoring the progress of each child in relation to his or her IEP or EHC and keeping parents informed;
- acting upon advice given by any outside agency involved with an SEN pupil;
- informing support staff of relevant information;
- reporting to SENCO any change in need or circumstances for SEN pupils.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

The Governing body must ensure that:

- it gives due regard to the *SEND Code of Practice (0-25) 2015*;
- the necessary provision is made for any pupil identified as having special educational needs;
- parents are notified if the school decides to make special educational provision for their child;
- all staff are aware of the importance providing for these children;
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they consult the LA and other schools, when appropriate;
- it is fully informed about SEN issues, so it can play a major part in school self-review;
- appropriate staffing and funding arrangements are set up, and that the school's work for pupils with SEND is correctly overseen;
- the quality of SEND provision is regularly monitored;
- the school as a whole is involved in the development and monitoring of this policy;
- SEND provision is an integral part of the school development plan.

There will be an SEND agenda item for two governors meetings a year, at least one of which will require a report from the SENCO.

Arrangements for SEND Support: assess, plan, do, review

In line with the Code of Practice 2015 methodology children with SEND are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored half termly. Where a child is identified (assessed) as not making progress, in spite of quality first differentiated teaching, he/she is raised as an initial concern with the SENCO. These concerns are shared with parents and an immediate plan of action is agreed.

Wherever possible pupils will remain with their class/subject teacher, in the classroom was this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching

Assistant, the focus of all intervention will be on outcomes. All pupils on the SEND register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

Partnership with parents:

At every stage of the SEND process it is our policy to work in partnership with our parents and pupils to secure the best possible outcomes.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue. Parents have much to contribute to our support for children with SEND.

We have regular meetings with parents to share the progress of children with special needs. We inform parents of any outside intervention, and we share the process of decision making by providing information relating to the education of children with special educational needs.

Pupil participation:

In our school we encourage children to take responsibility and make decisions. This is part of the culture of our school and relates particularly to Year 5 and 6 children as part of the process to ensure a smooth and positive transition to secondary education.

Children are involved at an appropriate level in the development of IEPs and EHCP's. Children are encouraged to make judgements about their own performance against their IEP outcomes. We recognise success here as we do in any other aspect of school life.

Complaints

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupil's needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENCO and/or Headteacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address. The Clerk to the Governors name is Cara Russell.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and or disability,, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs in Lincolnshire

Mrs Sheridan Dodsworth
9-11 The Avenue
Lincoln
LN1 1PA

Review Date: September 2017