



Special Educational Needs and Disability Policy

Refer to Safeguarding and Child Protection Policies and Procedures, KCSIE 2015 Intimate Care, Equality Policies and Curriculum Policies)

The National Curriculum (2014) sets out the following aims:

- *to ensure that the new National Curriculum embodies rigour and high standards and creates coherence in what is taught in schools*
- *to ensure that all children are taught the essential knowledge in the key subject disciplines*
- *beyond that core, to allow teachers greater freedom to use their professionalism and expertise to help all children realise their potential.*

This Policy has been reviewed in light of the National Curriculum (2014) in order to ensure a rigorous and well delivered curriculum.

Aim

We aim to be aware of children in our classes who have special needs, and seek to address those needs as early as possible. We aim to develop ways of planning, teaching and assessing with those needs in mind so that every child has access to a broad, balanced, relevant and differentiated curriculum. As a school we aim to take account of the wide range of abilities, aptitudes and interests that these children bring to school. We aim for good special needs practice throughout the school.

Rationale

A child with special needs has a significantly greater difficulty in learning than the majority of children of the same age. There are children with special needs throughout this school. Every class teacher is required to be aware of these children and plan and teach with their needs in mind. The SENCo will provide class teachers with support, advice and available resources, if and when required.

Admission arrangements for pupils with special needs

Admission of SEND pupils follows the same admission requirements as all other pupils.

Facilities for pupils with disabilities

The school is housed within a single storey building and is also equipped with a ramp for access and a WC for pupils with disabilities if and when required.

Resources

Funding is allocated for children with Special Educational Needs and Disabilities through Education, Health and Social Care Plans. This funding is used to resource necessary interventions for a pupil with Special Educational Needs and Disabilities. Classroom Assistants' time working with children with special needs is at the class teachers' direction, and is in accordance with the provision mapping provided.

Resources for SEND curriculum work are built up by the SENCo and are distributed as appropriate to support pupils with Special Educational Needs and Disabilities within class.

Most resources in withdrawal groups are deliberately different from those used by younger children in the school, in order to avoid damaging the self-esteem of the older pupils and to provide new motivation for very familiar tasks.



Identification and provision

It is important to identify children with Special Educational Needs and Disabilities as early as possible. Therefore, throughout the school each class teacher is asked to identify any child/children they are concerned about and believe will require Special Educational Needs and Disability provision. Any child who scores <85 in reading tests or any other children as felt appropriate, are referred to the SENCo for referral to outside agencies if this is felt appropriate and necessary.

Class teachers closely monitor children who have given cause for initial concern and children are placed on the class Provision Map. If after this monitoring and early intervention stage, it is still felt there is a need, the school will implement appropriate action:-

- Referral is made to the appropriate outside agency.
- An Individual Education Plan is put into place to meet the individual targets of the child

Triggers for intervention through Special Educational Support could be the teacher's or other's concern, underpinned by evidence about a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly towards a child's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Each child, and their difficulties, are documented accurately by the class teacher. Discussions then take place between the class teacher, SENCo (and the Head Teacher, if felt appropriate) as to the action to be taken. Teachers also highlight any pupils whom they have concerns about at Pupil Progress Meetings held regularly with the Head Teacher. The child may be interviewed by the SENCo and ideally observed in a classroom situation and assessed according to the concern shown. The child may then be placed on the Provision Map or given Special Educational Needs Support.

Through Special Educational Needs and Disability support much of the child's learning would take place in the classroom and they may be supported in class using differentiated work, extra support, equipment etc. Provision maps for each year group indicate the differentiation and support to be provided in class. If a child requires 1:1 intervention and support, an IEP is usually written to identify their targets and they could receive support and intervention on a one-to-one or small group basis, or from other relevant agencies. All children receiving Special Educational Needs and Disability support are regularly monitored and their provision reviewed.



A reading test takes place annually (NFER group reading test). The results are recorded on the class Provision Map. Desired outcomes are recorded on the Provision Map and at the end of each period of intervention the outcomes are recorded and evaluated. From these outcomes new targets or reinforcement targets are carried forward for the child. Special Needs children are included in teacher assessment, regular spelling and tables' tests and yearly SATs. The class teacher records these results and each child is given a level. A representation of the work of Special Needs children is included when the staff sample children's work for their Pupil Progress Book and other purposes. All results are available and passed on to the next year's teacher in the data file.

Children with Special Educational Needs may require different provision in many areas of the curriculum, therefore, it is agreed as a staff that their needs have to be a consideration of every curricular policy document.

Arrangements for providing access to a broad and balanced curriculum

The progress of children with Special Needs is monitored in various ways. The SENCo has regular discussions and meetings with the class teacher. Discussion takes place to plan for the term's support. Planning usually includes building on the progress made on the previous Provision Map, to ensure the child receives the most relevant use of the support available to them. An IEP is then produced, if it is felt the child requires individual intervention or targets. Parents/Carer are invited to comment and/or contribute to their child's IEP. Discussion also includes whether the child still requires Special Educational Need support, how the child works within the classroom situation and the strategies which can be developed to support the child in class. Many informal meetings take place during the term, which include discussion about the class work which needs reinforcing in group time, to update progress records, discuss problems or celebrate successes encountered in class, or relevant work to support individual curriculum topics.

Inclusion

All children are encouraged and given opportunity to access all school activities and participate at their own level.

How the Governing Body evaluates success

This will include making sure the aims of the school policy are met, any policy changes are also discussed. National test results will be made available to the governing body for them to evaluate the achievement of children identified with Special Needs.

Complaints procedure

Any complaints will be sympathetically dealt with by the class teacher, the SENCo or Headteacher as appropriate. If this is deemed not to be satisfactory, parents may wish to use the complaints procedure.

Arrangements for in-service training

The SENCo attends regular inset training courses as and when the need arises and time can be set aside during curriculum evenings for in-service training. Staff have opportunities to address their own individual needs with Inset training on SEN.



Outside support services and links for SEN

There are a number of outside agencies that can be contacted for support with SEN should the need arise, eg. Ladywood Outreach Service, Behaviour Support. Referrals to the Educational Psychologist are made by the SENCo when necessary assessments are required. Parental permission must be sought and a Single Service Referral form or Early Help Form completed before children are referred formally to the Educational Psychologist, who will send a report of their findings to the school. The EP is also happy to meet with parents and SENCo to discuss their report. Staff should refer names of children to the SENCo if they feel a child would benefit from this kind of review. The SENCo will be responsible for prioritising the list of children waiting for EP interviews.

The role played by Parent/Carers of SEN children

Parents/Carer are informed when their child needs extra support in school and are to be placed on the class Provision Map or school Special Needs List.

There are up to three formal parent evenings per year where the class teacher and SENCo are available to discuss with Parents/Carers the progress being made and ways they can support their child at home. Parents/Carer review their child's IEP with the class teacher and have a copy of their child's current IEP. If it is felt that the child requires further assessment by an outside agency, the SENCo contacts the Parents/Carer to discuss their child's needs further. Parental/Carer permission is obtained before any necessary assessments are carried out. The SENCo and class teacher share the results of the assessments with the parents and discuss the necessary actions to be taken as a result of these assessments. Annual Reviews are arranged and agreed with parents/carers and they are invited to attend, providing information about their child. The Class Teacher and SENCo are also available before or after school if the Parent/Carer requests a meeting to discuss the progress of their child.

Links with other schools

Links are made with any special schools able to provide extra support for children in our school. The names of SEND children are sent to the secondary school the child is to attend after Year 6, plus any other information that the school requires for providing future SEND provision. SENCos from secondary schools are invited to meet SEND children who are transferring to their school. Our Reception teacher visits children with identified special needs before they transfer from nursery.

Other Links

Support can also be requested from our school nurse or other health and social services or welfare services and voluntary organisations if required.

The school's SEND policy will be evaluated and updated at regular intervals to ensure quality of opportunity.

Key personnel

SENCo	Mrs E Woodhouse
SNAs	Mrs Lowe, Mrs Billington, Mrs Power
SEN Governor	Mrs C Winstanley
Headteacher	Mrs C A Lancashire