

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

As a C of E school, we want to ensure each policy reflects the Christian Ethos which affects the very core of our school. We consider the importance of including, supporting and encouraging each child to reach their potential within an environment of acceptance and respect as the key aspects of what our school represents. It encompasses our school motto of Achievement, Creativity and Equality with the intention of providing opportunities for each child to know their value as an individual in every area of school life; preparing them for the future. This is the aim of each member of staff with the full support of the governing body.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice (0-25 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE February 2013.
- SEND Code of Practice 0-25 2014.
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire Illustrative Regulations as a guide for schools completing SEN Information report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014.
- The national Curriculum in England Key Stage 1 and 2 framework document Sept 2013.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND and taken to the Policy Review Committee of Governors.

SENCO

The SENCO for our school is Mrs Heather Jones (Headteacher) BEd. (Hons), CPS, NPQH.

THE ROLE OF THE SPECIAL NEEDS CO-ORDINATOR

The Co-ordinator is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with Special Educational Needs and Disabilities.
- In-service training for staff on SEND issues and practices.
- Liaising with external agencies.
- Maintaining a register of children with Special Needs and Disabilities.
- Organising and attending annual review of those children with statements.
- Liaising with the schools SEND governor.

The SEND link Governor is Mrs Dawn Harbridge and Mrs Alison Harvey.

School Governing Body should make sure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- All governors, especially SEN Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the Schools Development Plan.
- The quality of SEND provision is continually monitored.

AIMS AND VALUES

The school's special educational needs policy is based on the following principles:

- All teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the school's co-ordinator and external professional agencies as appropriate.
- Children's special educational needs will be identified at an early stage and progress monitored using the SEND code of practice.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child.
- Children with SEND should be offered access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- Pupils with special educational needs will be fully integrated in to the life of the school, enabling them to maximise their potential as learners and contribute to the school and cultural activities of the school.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the SEND Code of Practice, 2014.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children have special needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children with special education needs include those pupils who require interventions and resources that are additional to or different from those provided as part of the school's usual differentiated curriculum.

It is recognised that some children have special needs other than learning difficulties. These may include **Communication and Interaction, Cognition and learning, Social, Mental and Emotional Health, Sensory and/or Physical Needs**. In addition we recognise that there are high attaining children who also require additional or different intervention in the form of an extended and enriched curriculum.

Children will not be considered to have special educational needs solely because English is not their first language or because a child is not making progress.

The following are not considered to be SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

Behaviour alone is not considered to be a SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which should be recognised and identified clearly.

ADMISSION ARRANGEMENTS

The admission arrangement for those children with special education needs, but without a statement, is the same as for all pupils.

The LA, with every effort to comply with the pupil and parental preferences, places pupils who have a statement.

A GRADUATED APPROACH TO SEN SUPPORT

- Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.
- High quality teaching differentiated for individual pupils is the first step in responding to pupils who have, or may have had SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Special Educational Provision will be made after involvement from the teacher and SENCO considering all of the information that has been gathered from in the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- Where pupils exhibit high levels of need specialised assessments will be called from external agencies and professionals.
- When placing pupils on the register the ASSESS - PLAN -DO – REVIEW cycle is applied.
- Parents are fully involved in the SEN process.

MANAGING PUPILS NEEDS ON SEND REGISTER

- At the start of every term all staff are invited to a SEND Staff Meeting to discuss the needs of children in the school.
On the basis of these discussions and in view of current assessment data and external reports, children are either placed, removed or remain on the SEN register.
- Teachers in consultation with Parents then meet to write a SEN support plan. Parents may wish to have up to 1 hour each term for this process.
- If appropriate the pupil is involved in the meetings and process.
- The completed plan is shared with Parents, staff and the pupil with SEN.
- The Headteacher is responsible for ensuring these plans are written and reviewed each term.
- All support is given in conjunction with the school and county's local offer.
- The SENCO is responsible for engaging additional support and services.

SUPPORTING PUPILS AND FAMILIES

- Shropshire's Local Offer is published on the Council Website and our local offer is published on our school website.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school

trips and physical education. 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.

- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHC) which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

MONITORING AND EVALUATION OF SEND

- SEND is monitored through regular SEN staff meetings, review of personal learning logs, meetings with Parents and reviews of progress. These ensure continual review and quality of provision for pupils with SEND.

TRAINING AND RESOURCES

All staff attend training sessions as appropriate.

There is a regular input into staff meetings on SEND issues and all meetings dealing with curriculum development should address issues of children with SEND.

As part of the induction process for new teachers the SENCO briefs staff on the systems used in school and will offer advice and support to enable staff to meet identified needs.

SEND will form a part of the discussions held in all staff Performance Management.

The SENCO and SEN Governor regularly attend LA Network Meetings in order to keep up to date with local and national updates in SEND.

STORING AND MANAGING INFORMATION

SEN Support Plans will be kept in a Class file by the Class teacher and shared with Parents and staff as appropriate.

Files will be passed onto secondary schools when children leave us in Year 6.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and implement their plans.

St. Mary's aims to remove barriers to learning for all pupils and their personal needs are regularly reviewed in view of their need or disability.

BULLYING

A copy of our school's Anti-Bullying Policy is available on our website.

PROCEDURES FOR CONCERN

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance or the SENCO, head teacher or SEND Governor and a response will be made as soon as possible.

When children are placed on the Special Needs Register parents and carers are informed of the Parent Partnership Service so that they can obtain support, advice and information if they wish.

This policy was written/ reviewed In: October 2014.

This policy was adopted by governors on:

Signed by Chair of Governors: _____

This policy is due for review on: October 2015.

Signed by Head Teacher: _____