



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

SEPTEMBER 2018

This policy outlines the procedures for the identification and support of children with special educational needs and disabilities at East Rainton Primary. This policy was reviewed and updated in line with the revised Code of Practice 2014 and in response to the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014 and Working Together to Safeguard Children 2010.

The Children and Families Act 2014 defines that:-

“A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”.

Aim

To raise aspirations and expectations for all children with special educational needs and disabilities.

Objectives

- To identify and provide for children who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a whole school approach to the management and provision of support for special educational needs

- To provide advice and support for all staff working with children with special educational needs
- To develop and maintain partnerships and high levels of engagement with parents
- To ensure access to the curriculum for all children

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The four broad areas of needs are:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

We identify the needs of children by considering the needs of the whole child which will include not just the educational needs of the child. The purpose of identification is to work out what action we need to take, not to fit a child into a category.

A Graduated Approach to SEN Support

The graduated approach outlined is part of a continuous and systematic cycle of planning, intervention and review to enable all children to learn and progress at their own level of attainment. The Graduated Approach involves a model of action and intervention to support children who have SEN. We recognise that there is a continuum of SEN and where necessary, increasing specialist expertise should be involved to address the difficulties that a child may be experiencing. The Graduated Approach is as follows:

Quality First Teaching

High quality teaching, differentiated for individual needs, is the first step in responding to children who have or may have SEN. We regularly and carefully review the quality of teaching for all children. We have high expectations for every child and aim to teach them the full curriculum whatever their prior attainment. We use high quality and accurate formative assessment alongside individual data, school data and national data to track the progress of each child. Where children are falling behind or making inadequate progress given their age and starting point extra support will be given as part of Quality First Teaching.

School Support Action

Where children continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, the class teacher and the SEND Co-ordinator will collect all the available information about the child. The child will be placed on the school SEND register at School Support Action.

A meeting will take place between the class teacher, the SEND Co-ordinator and the parents to identify the child's strengths and difficulties and discuss parental concerns. This will result in Personal Pupil Progress Targets being set and the necessary support and intervention decided. The role of the school, the child and the parents to enable targets to be met will also be decided.

The class teacher remains responsible for working with the child on a daily basis. The SEND Co-ordinator will monitor planning and provision.

Personal Pupil Progress Targets will be reviewed at least every term. Parent's views on the child's progress will be sought alongside the views of the child.

School Support Action Plus

If a child continues to make little or no progress, continues to work significantly below expected milestones or has emotional/behavioural difficulties which interfere with learning despite receiving Personal Pupil Progress Targets and very specific intervention, the advice of outside agencies will be sought. The child will then be moved to School Support Action Plus.

The SEND Co-ordinator will make referrals to relevant external agencies as agreed in consultation with the parents.

The advice received from outside agencies will be used to inform the child's Personal Pupils Progress Targets.

Personal Pupil Progress Targets will be reviewed at least every term. Parent's views on the child's progress will be sought alongside the views of the child.

Education, Health and Care Needs Assessment

Where a child demonstrates continuous significant cause for concern despite the involvement of relevant outside agencies, the school will request the Local Authority to carry out a Education, Health and Care Needs Assessment. The information gathered and recorded throughout the stages of the graduated response will provide evidence to support such requests. The school will seek to ensure that the LA meets the expected time limits for this assessment process as stated in the 2014 Code of Practice.

Education, Health and Care Plan provision

All children with Education, Health Care Plans will have short term Personal Pupil Progress Targets set for their development.

These will be shared and reviewed with parents at least once every term.

All Education, Health Care Plans are reviewed annually. This allows parents, the child, the LA, the school and all professionals involved to consider the progress made and to decide if it is necessary to make any amendments to the Education, Health Care Plan.

Prior to the review, the school seeks written advice from all the professionals involved with the child. The views of the parents and the child are also sought.

The written advice is used as the basis for the discussion at the review meeting.

Following the meeting the SEND Co-ordinator compiles the minutes and sends a copy of all documentation including recommendations for the coming year to the LA within 10 school days. A copy is also sent to all professionals involved and to the parents.

The Role of the Head teacher

- To ensure day to day management of all aspects of the school, this includes the support for children with SEND
- To ensure the needs of all children are met
- To ensure that the Governing Body is kept up to date about issues relating to SEND

The Role of the SEND Co-ordinator

- To develop and review the school's SEND policy
- To co-ordinate all the support for children with special educational needs or disabilities (SEND) ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are doing.
- To liaise with professionals from other agencies to support children's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- To maintain the school's SEND register and make sure that records of your children's progress and needs are kept
- To provide specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible

The Role of the SEND Governor

- To ensure that the necessary support is given for any child who attends the school, who has SEND.
- To ensure that all governors are aware of the schools SEND provision

Partnership with parents

We will actively seek to work with parents and we will value their contributions and support.

We will :-

- Inform parents as soon as the identification of special educational needs is made
- Seek their knowledge and expertise in relation to their child
- Regularly invite parents to meetings to review their child's progress and express their views/concerns
- Ensure parents understand procedure relating to SEND
- Keep parents fully informed of any changes made to the SEN provision for their child

Pupil Participation

The views of children with special educational needs will be sought and taken into account according to their age, maturity and capability.

We will:-

- Involve the child in the development of targets at an appropriate level
- Encourage children to monitor and evaluate their own performance in relation to targets set for them
- Seek and record the views of the child in the review process

This policy will be reviewed annually and amended as necessary.

SignedJ Meek.....

Chair of Governors

.....S Toole.....

Headteacher

September 2018