

St. Mary's Primary School, Beetley



Policy for **Special Educational Needs**

INFORMATION	Author:	Kathy East
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	Chair of Governors	Clare Hedges

Special Educational Needs and Disability Policy

Aim

Our school aims to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We recognise that there is a continuum of Special Educational Needs including the exceptionally able. We will use our best endeavours to support and meet all pupil needs within the resources available.

Objectives

We hope to meet our aim by:

- Ensuring that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- Ensuring that the needs of pupils with SEND are identified early, assessed, provided for and regularly reviewed – a graduated response
- Ensuring that all pupils with SEND are offered access to a broad, balanced and relevant curriculum including the Early Years Foundation Stage and the National Curriculum as appropriate
- Working in partnership with parents to enable them to make an active contribution to the education of their child
- To actively seek and involve the wishes of the pupil
- Having regard to the School's vision and mission statements and the school's policies for Equal Opportunities, Equality, Behaviour and Discipline and the LEA Special Educational Needs Policy together with the DfES Code of Practice (2014) and the Disability Discrimination Act.

Definition of Special Educational Needs

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 or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions

The role of the SEN Co-ordinator

The SENCo plays a key role in 'determining the strategic development of SEN policy and provision in the school' (COP 6.87)

The COP (6.89) summarises the role of the SENCo:

'The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching'.

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils with SEND and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Special Needs Governor

The Governing Body has appointed one of its members to be responsible for overseeing provision for children with special educational needs within the school. The SEN Governor at St Mary's CP School is **Mrs Clare Hedges**.

Provision of access for pupils with physical and sensory disabilities

All teaching areas in the main school are accessible to wheelchairs. There is a toilet accessible for wheelchair users near the school hall. Handrails are positioned in this toilets.

Identification, Assessment, Provision and Review

Liaison with local pre-school providers enables the Reception Teacher to gather information that helps identify special needs at an early stage. The SENDCo also liaises with the Early Years Adviser to ensure that additional 'Top Up' Funding can be applied for from the Cluster if appropriate/necessary to meet the incoming pupil's needs.

All pupils have a class based portfolio of records which contains:

- National Curriculum records
- Annual reports
- Teacher assessments
- Significant pieces of work if appropriate

Pupil's identified as having special educational needs have a central file which contains:

- Copies of Individual Education Plans
- Education Reports: (Learning Support Teacher, Educational Psychologist, EPSS SSAs for ASD, Short Stay School for Norfolk (Behaviour Support), Adviser for LAC, Virtual School for Sensory Support and Access Through Technology), Education and Health Care Plan (EHCP) or Statement of Special Educational Need and Annual Review Documents (as appropriate)
- Health Reports: (Speech and Language Therapy, Paediatricians, School Nursing Team, CAMHS)
- Records of meetings with parents

Looked After Children (who may also have SEN) have a central file which contains:

- LAC Reviews / PEPs

The school has developed its own format to record IEPs. Pupils with SEN have an individual class based working file for recording implementation of interventions. Resources are available as appropriate.

- Each class – visual timetable, de-escalation script
- Resources to support multi-sensory teaching
- Literacy -Magnetic letters, individual whiteboards
- Numeracy – Numicon, bead strings, multi-link etc

Action to meet pupil's special educational needs relate to a 4 part cycle providing a graduated approach:

Assess – Review regularly to ensure support and intervention are matched to need, barriers to learning identified, clear picture of interventions and effect

Plan – Class teachers must inform parents. Agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour and set a clear date for review

Do – The class teacher remains responsible for the pupil and must work closely with LSAs

Review – Review effectiveness of the support and interventions and their impact on pupil's progress in line with the agreed date.

A central list identifying pupils with SEN, disabilities, medical needs and vulnerable pupils is updated regularly and used to inform the termly agenda prepared for the School Consultation and Planning Meeting (SCPM) between the SENDCo, Litcham Cluster Learning Support Teacher and Educational Psychologist in which support from specialist services is agreed and diarised. Referrals are completed and discussions with parents undertaken.

The school's Provision Map updated termly identifies provision that is 'additional to or different from' for pupils with SEN together with interventions for 'focus' pupils to support progress.

SEN Support Plans inform how pupils' needs are supported in class and through interventions.

Partnership with parents

The school regards parent involvement in their child's education as being vital. This is especially true for those parents of children with special educational needs. We aim to involve parents at all stages, discussing, consulting and taking into account their wishes, feelings and knowledge of their child. Wherever appropriate the child will also be consulted. Parents of pupils with Individual Education Plans will have an opportunity to discuss targets and progress each term with the Class teacher / and SENDCo.

Parents can access directly an additional support service 'The Parent Partnership Service' www.norfolk.gov.uk/sen

Consideration of complaints

The staff and Governors hope that parents will feel able to discuss any problems or queries about provision for special educational needs as soon as they arise either with the class teacher, SENDCo or headteacher.

If, however, the parents feel that the matter is still unresolved they may make a formal complaint in writing to the Governing Body via the Clerk to the Governors.

Documents to be read in conjunction with this policy:

Special educational needs and disability code of practice: 0 – 25 years, June 2014

Equality Act 2010

Reasonable adjustments for disabled pupils 2012

Supporting pupils at school with medical conditions 2014