

SPECIAL EDUCATIONAL NEEDS POLICY

- Nominated SENCo – Mrs. J. Wood
- The nominated SENCo is a part of the Senior Leadership Team
- Contact detail: 01782 234450

Following discussion on the part of the staff at the school and representatives of the governing body, these are the agreed principles underpinning the school's SEN policy. This policy is reflective of the SEND Code of Practice 0-25 guidance.

AIM

- We value all children in our school as individuals.
- All children are entitled to an education to enable them to make good progress so that they can achieve their best and become confident individuals fulfilling lives.
- The school will use their best endeavours to make sure that a child with SEN gets the support they need.
- It is the responsibility of all staff to identify and meet the needs of all SEND pupils. In this they should be able to draw on the resources of the whole school.
- Every pupil should be encouraged to develop his/her potential intellectually, emotionally, physically and socially.
- Children with SEND will be identified as early as possible in their school lives, so that their needs can be met.
- Effective assessment is the key to meeting special educational needs.
- Effective SEND provision is based upon consensus, consistency and continuity within the school.
- The curriculum should be delivered to include all children.
- All special educational provision is more effective if it is based upon a working partnership with parents and multi-agency professionals and organisations.

OBJECTIVE

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide a SENCO who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Pupils will be identified as having special educational needs help if:

- Concerns are raised by parents, carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicates a lack of expected progress
- Pupil observation indicates that they have additional needs in one of the four areas below:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- A pupil asks for help

(Also see Inclusion Policy)

GRADUATED APPROACH TO SEN SUPPORT

- All pupils will be provided with high quality teaching (Quality First Teaching) that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- If there are concerns raised regarding a child's progress, an individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. (Assess)
- Additional action/support to increase the rate of progress will be then identified. (Plan)
- If, after additional action/support has been given (Do), a review indicates that *further* support will be required, parents will be informed that the school considers their child may require **SEN support** and their partnership will be sought in order to improve attainments. (Review)
- SEN support will be recorded on a plan that will identify a clear set of measurable, expected outcomes. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

- All children placed on the school's SEN register will have their educational progress and/or their social development monitored and reviewed on a regular basis.
- Class teachers will signal their concerns to the SENCo and provide evidence to back up their concerns (examples of work, LA triggers and observations).
- All children on the SEN register will have an Individual Education Plan (IEP). The targets on the IEP will be agreed with parents. The targets should be manageable for all school staff to implement. The IEP will provide an assessment tool to monitor the children's progress.
- IEP's will be reviewed 3 times a year. For children with a statement, who are over 5 years of age, an annual statutory review will also take place in collaboration with the LA and in consultation with parents. Statutory reviews for children under 5 years of age will be bi-annual.

TRAINING AND RESOURCES

Most of the allocation of resources is used to provide school staff and is in accordance with value for money principles. Statements continue to be supported within the school's resources in addition to extra support funded by the LA. Reasonable adjustments are accommodated within the provision and allocation of resources. In-service training for teachers, teaching assistants, LSAs and Governors is fully incorporated into the School Improvement Plan. The SENCo will distribute information on relevant courses, lead staff meetings on SEN issues, and keep staff updated with relevant issues, policies and practices.

ADMISSIONS

The school's admission policy is described in detail in our School Prospectus. We closely follow the City Council's recommendation to admit all children within the school's catchment area.

ACCESS TO THE SCHOOL BUILDING AND FACILITIES

The school is able to cater for a range of pupils with special educational needs, including those with physical disabilities who can benefit from access to the mainstream curriculum. The main school building is on one level and is equipped with ramps and wide doors to give easy access. The school also has toilet facilities to accommodate children with physical disabilities.

ROLES AND RESPONSIBILITIES

SENCo

The role of the SENCo is responsible for the day to day co-ordination of SEND provision in the school within the framework created by the SEN Code of Practice, the City of Stoke-on-Trent's SEN policy, the school's own policy document and the action plan arising from it.

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The role includes:

- Helping colleagues to identify pupils with SEND.
- Advising on appropriate support and resources.
- Liaising with representatives of LA support services.
- Seeking appropriate advice regarding the individual needs of any sight or hearing impaired or physically disabled children attending school with regard to classroom layout, equipment or signs, so as to ensure that every child can access the school and the curriculum.
- Leading discussions on matters of policy and practice in respect of SEND.
- Administrative duties linked to the Code of Practice stages of intervention and the maintenance of the school's SEN register.
- Managing the financial resources identified for SEND.
- Managing and deploying LSAs and support staff working with pupils at SEN Support or pupils with either a Statement of Special Educational Needs or an Education, Health and Care Plan.
- Ensuring that a personal fire/evacuation plan is prepared for each individual sight or hearing impaired or physically disabled child on the school roll.
- Working with parents whose child may have SEND.
- Prepare an SEN information report to be shared with parents and on the school website.

GOVERNORS

One member of the Governing Body has agreed to monitor SEN policy, practice and provision. They are invited to meet with the SENCo on a regular basis. Governors ensure that funds are used accordingly through regular financial meetings.

MANAGEMENT

The Management Team will ensure:

- SEND issues are fully incorporated into the school's improvement plan.
- The needs of the pupils with SEND will be scrutinised as part of our annual audit for Literacy and Numeracy and appropriate targets will be set to raise standards for all at the end of Key Stage One.

STORING AND MANAGING INFORMATION

Provision for pupils with SEN are recorded accurately and kept up to date. The school will readily share information with parents.

DEALING WITH COMPLAINTS

If you wish to discuss your child's educational needs or you have concerns, contact the class teacher, the SENCo/Inclusion Leader, the Head Teacher, or the Chair of Governors.

This Policy will be reviewed annually.

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