

Cotherstone Primary School



Special Educational Needs and Disabilities Policy

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Reviewed: Annually

Special Educational Needs and Disabilities Policy

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

Children have a learning difficulty if they:

(a) have significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.'

Special Educational Needs Code of Practice DfES

1. Introduction

This school provides a broad and balanced curriculum for all children. The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Aims and Objectives

The aims of this policy are:

- *to create a learning environment that meets the special educational needs of each child;
- *to ensure that the special educational needs of children are identified, assessed and provided for;
- *to make clear the expectations of all partners in the process;
- *to identify the roles and responsibilities of staff in providing for children's special educational needs;
- *to enable all children to have full access to all elements of the school curriculum;
- *to ensure that parents are able to play their part in supporting their child's education;
- *to ensure that the views of children should be given due weight according to the age, maturity and capability of the child.

3. Provision

The majority of the children who come to our school have already attended a nursery or playgroup. Sometimes children arrive with their needs already assessed. Liaison visits are made to these settings by the early years teacher and classroom assistant, and information and assessments are passed on to school in respect of all children. Children are assessed throughout their reception year using the early years outcomes learning goals. We use this information to enable us to provide an appropriate curriculum for all our children.

If our assessments show that a child has a learning difficulty, a range of strategies is used making full use of all available classroom and school resources. The class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The special educational needs and disability co-ordinator (SENCO), will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

The strategies used to support the child will be recorded within an SEND support plan which will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed.

If the support plan review identifies that support is needed from outside services, parents will be consulted prior to any request for support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those specified in the plan. External support services will provide information for the child's support plan.

If the child continues to demonstrate significant cause for concern, a request will be made to the local authority for an educational health care plan (EHCP). A range of written evidence about the child will be required to support the request and the decision will be made by an Inclusion Panel convened by the LA.

4. The Role of the Special Educational Needs and Disability Co-ordinator (SENCO)

It is the role of the SENCO is to:

- *manage the day-to-day operation of the policy;
- *co-ordinate the provision for and manage the responses to children's special needs;
- *support and advise colleagues;
- *oversee the records of all children with SEND;
- *act as the link with parents;
- *act as link with early years' settings, previous schools and comprehensive schools;
- *act as link with external agencies and other support;
- *liaise with special educational needs governor;
- *monitor and evaluate the special educational needs provision and report to the governing body;
- *manage a range of resources (human and material) to enable appropriate provision for children with SEND;
- *contribute to the professional development of all staff;
- *maintain the SEND register,

5. The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body will ensure that the best possible provision is made for any pupil who has special educational needs, and that parents are notified of a decision by the school that SEN provision is being made for their child.

The Governing Body will ensure that, where the head teacher has been informed by the LA that a pupil has an EHC plan, those needs are made known to all who are likely to teach them.

The Governing Body will ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The Governing Body will consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

The Governing Body will ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.

The Governing Body will report to parents on the implementation of the school's policy for pupils with special educational needs.

The Governing Body has identified a governor to specifically oversee the school's provision for pupils with SEND.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education and Health Care Plan (EHCP).

The head teacher will inform the Governing Body of how the funding allocated to support SEND has been employed

7. Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8. Access to the Curriculum

All children have an entitlement to a broad, balanced and appropriate curriculum which is differentiated to enable children to understand the relevance and purpose of learning activities, and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is differentiated appropriately and assessment is used to inform the next stage of learning.

Support plans include appropriate and achievable targets. All children on the SEND register have a support plan.

Children are supported in a manner which acknowledges their entitlement to share the same learning experiences that their peers enjoy. Where possible, children are not withdrawn from the classroom situation. There are times when, to minimise distraction, and maximise learning, children work in small groups or individually outside the classroom.

9. Partnership with Parents

The school works closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school.

Parents' Meetings are held each term for the parents of all children. Additional formal and informal meetings are held with the parents of children with special needs by arrangement.

10. Pupil Participation

Children are encouraged to take responsibility and to make decisions. They are involved at an appropriate level in setting targets in their support plans and in reviews. Children are encouraged to make judgements about their own performance

against their support plan targets. We recognise success here as we do in any other aspect of school life.

11. Access to Building

The SEN and Disability Act 2001 prohibits schools from discriminating against disabled children in their admission arrangements. From September 2002 schools have been obliged to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage. The most recent Accessibility Improvement Plan for Cotherstone School is published under the policies section on the school website.

12. More Able and Talented Pupils

Although this group of pupils is not defined as having special educational needs, Cotherstone Primary School recognises a duty to ensure that progress, through age related expectations, for those pupils who are more able and talented in particular areas of the curriculum, is appropriate to their abilities. See Cotherstone Primary School Policy for More Able and Talented.

13. Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up support plans for children. The SENCO and the named governor with responsibility for special educational needs meet bi-annually.

The Governing Body reviews this policy regularly.