



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**This policy was approved by the Teaching and Learning Committee in the Spring Term 2017 and will be reviewed Spring Term 2020**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

## **1. INTRODUCTION**

1. This Special Educational Needs Policy complies with the SEND Code of Practice 0-25, (January 2015), and has been written with reference to National and the Local Education Authority Guidelines, our school Special Educational Needs and/ or Disabilities Information Report and other relevant policies current within the school.
2. The policy was created by the SENDCO, in consultation with our school staff, parents and governors.
3. Compton & Up Marden is a small, rural, mainstream Christian school committed to offering an inclusive curriculum to ensure high expectations for all learners regardless of need or ability. We foster a love of learning and support each child towards their goals. We address the needs of the whole child, in order that our children are healthy, safe, happy and successful. For some children further additional support may be needed to help them achieve their targets. Additional support may be for groups of children or individuals and could be on a weekly or daily basis for a period of time, depending on their needs.
4. ALL children are entitled to a broad and balanced curriculum, with appropriate levels of work, using a variety of teaching strategies, so as to meet their individual needs, and to promote their self-esteem and self-belief.
5. Teachers and parents should form a partnership in the child's education, and at the earliest point parents will be actively involved in the identification of SEND, and in the planning, monitoring and evaluation necessary to ensure the child achieves his or her maximum potential. If a pupil has been identified as having a special educational need, they could have a Personal Learning Plan (PLP). PLPs are written in a meeting with the class teacher and shared with the pupil and parents for their added contribution. Clear outcomes which the pupil will work towards within a set period of time are discussed and agreed on. It is also discussed how the parents can support their child in working towards the agreed outcomes. PLPs are then reviewed with teachers, parents and pupils, and the next steps in the new PLP are agreed on.

## **2. SCHOOL AIMS**

1. Our School's fundamental aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. Our children are highly motivated, our teachers have high expectations and our school community is built on a positive 'growing learner' culture.
2. Attention is paid to these specific areas:
  - a. Identifying, at an early stage, individuals who need extra help and attention.
  - b. Enabling each pupil to reach his or her full potential, both curricular and extra-curricular.
  - c. Enabling each pupil to partake in, and contribute fully to school life.
  - d. Endeavouring to meet the individual needs of each child.
  - e. Developing a feeling of high self-esteem within the individual.
  - f. Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
  - g. Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual.
  - h. Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
  - i. Providing access to and progression within the curriculum.
  - j. Working with parents and other agencies to provide support and opportunities for those children with SEND.
  - k. Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
  - l. Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs.
  - m. Ensuring access to a range of resources to support staff in their teaching of children with SEND.
  - n. Involving the child and parents in creating, monitoring and reviewing Personal Learning Plans.

## **3. OBJECTIVES**

1. Identify and provide for pupils who have special educational needs and additional needs.
2. Work within the guidance provided in the SEND Code of Practice, 2015.

3. Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. Provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO).
5. Provide support and advice for all staff working with pupils with special educational needs.

#### **4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

1. We investigate if a pupil needs further support if:
  - a. Concerns are raised by parents/carers, teachers, TA’s, the pupil’s previous school (if applicable) or healthcare professionals.
  - b. There is a lack of progress in one or more areas.
  - c. There is a change in the pupil’s behaviour or attitude.
  - d. A pupil asks for help on a regular basis.
2. Pupils are only identified as having SEND if they are significantly behind the expectations of children of their chronological age and then do not make adequate progress once they have had some intervention / adjustments and good quality personalised teaching in class.
3. The four areas of Special Educational Needs and Disabilities identified in the SEND Code of Practice are detailed below. They give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We work to identify the needs of the whole child which will not just include the special educational needs of the child.
4. **Communication and Interaction.** This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
5. **Cognition and Learning.** This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

6. **Social, Mental and Emotional Health.** This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
7. **Sensory and/or Physical Needs.** This includes children with sensory, multisensory and physical difficulties.
8. The school is aware of factors which are **NOT SEN** but may impact on progress and achievement:
  - a. Disability (the Code of Practice outlines “reasonable adjustment” duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN)
  - b. Attendance and punctuality difficulties
  - c. English as an Additional Language
  - d. Being in receipt of Pupil Premium Grant
  - e. Being a Looked After Child
  - f. Being a child of a service man/woman
  - g. Having behavioural difficulties – concerns relating to a child’s behaviour should be described as an underlying response to a need.

## **5. ROLES AND RESPONSIBILITIES:**

1. **Governors** will ensure that:
  - a. The necessary provision is made for any pupil with SEND.
  - b. All staff are aware of the need to identify and provide for pupils with SEND.
  - c. Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
  - d. They have regard to the requirements of the Code of Practice for Special Educational Needs (2015).
  - e. Parents are notified if the school decides to make SEND provision for their child.
  - f. They are fully informed about SEND issues.
  - g. They set up appropriate staffing and funding arrangements, and oversee the school’s work for SEND.
2. The **Head Teacher** is responsible for:
  - a. The management of all aspects of the school’s work, including provision for pupils with special educational needs.
  - b. Keeping the governing body informed about SEND issues.
  - c. Working closely with the SENDCO.
  - d. The deployment of all special educational needs personnel within the school.

- e. Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.
- f. Being the Designated Teacher for Safeguarding Responsibility.
- g. Managing the Pupil Premium / Looked After Children Funding.
- h. Managing the school's responsibility for meeting the medical needs of pupils.

3. The **Special Educational Needs and Disabilities Co-ordinator** (SENDCO) is responsible for:

- a. Overseeing the day to day operation of the school's SEND policy.
- b. Co-ordinating the provision for pupils with special educational needs.
- c. Ensuring that an agreed, consistent approach is adopted.
- d. Liaising with other school staff.
- e. Helping staff to identify pupils with special educational needs.
- f. Carrying out assessments of pupils with specific learning problems.
- g. Supporting class teachers to draw up Personal Learning Plans and devise strategies.
- h. Advising on appropriate resources and materials for use with pupils with special educational needs, and ensuring these are obtained.
- i. Liaising with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- j. Liaising with and initiating referrals to outside agencies, arranging meetings and providing a link between agencies, class teachers and parents.
- k. Maintaining the school's SEND register and records.
- l. Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments / records, end of key stage SATS etc.
- m. Contributing to the in-service training of staff.
- n. Liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

4. **Class teachers** are responsible for:

- a. Providing high quality teaching and learning for all children in their class.
- b. Assessing the needs of pupils with SEN and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupils (in partnership with the SENDCO, parents and pupil).

- c. Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- d. Retaining the responsibility of all pupils' learning. Where interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher will still retain responsibility for the pupil. They must work closely with any learning support assistants involved to plan and assess the impact of support and interventions and how they can be used in classroom teaching.
- e. Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND. and
- f. Directly liaising with parents of children with SEND.
- g. Class Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high quality teaching. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support pupils with SEND.

**5. Learning Support Assistants should:**

- a. Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- b. Use the school's procedure for giving feedback to teachers about pupils' progress.
- c. Work as part of a team with the SENDCO and the teachers supporting pupils' individual needs and ensuring inclusion.
- d. Play an important role in implementing Personal Learning Plans and monitoring progress.

**6. SEND REGISTER**

- 1. The SEND Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. These children are entered on the SEND register.

## **7. EDUCATION HEALTH CARE NEEDS ASSESSMENTS**

1. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

## **8. MONITORING AND EVALUATION OF SEND**

1. The school regularly and carefully monitors and evaluates the quality of provision that we offer all pupils. In addition the school has regular audits, sampling of parent's view, pupil's views and staff views. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

## **9. TRAINING AND RESOURCES**

1. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff will undertake induction on taking up a post and this includes a meeting with the SENDCO or Head Teacher to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.
2. Staff training needs will be discussed, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.
3. The school's SENDCO attends SENDCO network meetings in order to keep up to date with local and national updates in SEND.

## **10. STORING AND MANAGING INFORMATION**

1. Information relating to pupils on the SEND register will be stored in the class SEN file for the teacher to assess for planning and teaching. If the information is sensitive it will be stored in a pupil's personal file SEND records will be passed on to a child's next setting when he or she leaves the school. The school has a Confidentiality policy which applies to all written pupil records.

## **11. MONITORING THE SCHOOL'S SEND POLICY AND SEND PROVISION**

1. The school's SEND policy and provision is evaluated through:
  - a. Monitoring of classroom practice by the Head Teacher and SENDCO
  - b. Analysis of pupil tracking data
  - c. Local Authority moderation process and OFSTED inspection arrangements

## **12. COMPLAINTS**

1. The school has a complaints procedure which applies to complaints about SEND provision.

## **13. USE OF OUTSIDE AGENCIES**

1. Many specialist services are available to support children, families and the staff team. At times it may be necessary for us to consult with an outside agency to receive their specialist expertise to further support a child. Agencies that may be used by the school include:
  - a. Educational Psychology Service
  - b. Sensory Support Team for children with visual or hearing needs
  - c. Speech and Language Therapy
  - d. Occupational Therapy Service
  - e. Physiotherapy Service
  - f. Behaviour Support Team
  - g. Children and Adolescent Mental Health Service (CAMHS)
  - h. School Nursing Service
  - i. Social Services
  - j. Counselling service