

Winmarleigh Church of England Primary School

Special Educational Needs and Disability Policy

Introduction

Winmarleigh Church of England Primary school provides a broad and balanced curriculum for all children. The National Curriculum is our 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 which require particular action by the school. Children may have special needs throughout or at any time during their school career.

Teachers take into account 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.

Definitions of special educational needs (SEND) taken from Section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational needs provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post 16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are being taught.

Aims and Objectives

The aims and objectives of this policy are:

- to create an 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 all 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 or carers are able to play their part in supporting their child's education;
- to ensure that all children have a voice in this process.

Educational Inclusion

At Winmarleigh school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want our children to feel that they are a valued part of our school community. Through appropriate curricula provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need range of different teaching approaches and experiences.

Roles and Responsibilities for SEND at Winmarleigh C of E Primary School

The person responsible for overseeing the provision for SEND is the Headteacher.

The person coordinating the day to day provision of education for pupils with SEND is the SEND Coordinator.

Arrangements for coordinating SEND provision

In our school, the SENDCO:

- manages the operation of the policy;
- co-ordinated the provision for and manages the responses to children's special educational needs;
- supports and advises colleagues;
- oversees the records of all the children with special educational needs;
- acts as a link between parents and carers;
- acts as a link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- Contributes to the professional development of all staff.

The SENDCO will hold details of all SEND records for individual pupils. All staff can access:

- A copy of the SEND Register
- A copy of the SEND Policy
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including Learning Passports, School Support Plans, Care Plans and copies of provision arrangements.
- Practical advice teaching strategies and information about special educational needs and disabilities
- Information available through the school's SEND Offer.

In this way, every member of staff will have complete and up-to-date information about all pupils with special educational needs and their requirements which will enable them to provide for the individual needs of all pupils.

Teachers are responsible for:

- having a knowledge of the pupils who have been identified as having special educational needs and ensuring a termly School Support Plan is in place;
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and a variety of experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

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 does its best to secure the necessary provision for any pupil identified as having special educational needs, the governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools when appropriate and report annually to parents and carers on the success of the school's policy for the children with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs (Mrs Linda Sutcliffe). The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Identification of Pupils Needs

- a) any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be assessed by a designated member of staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCO will be consulted as needed for support and advice; they may wish to observe the pupil in class.
- d) If a pupil has recently been removed from the SEND Register they may require continued monitoring. From this point, Parent's Evenings will be used to monitor and assess the progress being made by the child.
- e) Parents and Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Early Years Foundation Stage

We recognise that it is particularly important in the early years that there is no delay in making any necessary special educational provision. We also recognise that any delay at this stage can give rise to learning difficulties and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. We take early action to identify needs. We will work in partnership with parents and carers to establish the support the child needs.

Special Educational Needs Support

The aim of formally identifying a pupil with SEND is to help that effective provision is put in place and so remove barriers to learning. The support consists of a four – part process:

Assess – Plan – Do - Review

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views of parents and carers.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Pupils will also be involved in this process as appropriate.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the class teacher.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents or carers. In consultation with the parents and the pupil, the class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and developments, making any necessary amendments going forward.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. They will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for the Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Parents have the right to appeal against a decision not to initiate statutory assessment leading to an EHC Plan.

Following Statutory Assessment an EHC Plan will be approved by Lancashire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan, if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

Links to support services and outside agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Any one of our support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO, who will then inform the parents.

We seek advice and support from External agencies in the identification and assessment of and provision for SEND pupils. The SENDCO is the designated person responsible for liaising with the following:

- Lancashire Education Psychology Service
- Social Services
- Speech and Language Service (class teacher also liaises)
- Specialist Outreach Services

The governing body reviews this policy annually and considers any amendments in the light of annual review findings.

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Special Educational Needs Policy

Signed (Headteacher):

Signed (Governing Body representative):

Date: March 2019

Review date: March 2020