



Crockerne C of E Primary School



<b>Name of Policy:</b>	<b>Special Educational Needs and Disability Policy</b>
<b>Committee:</b>	<b>Curriculum, Standards and Staffing</b>
<b>Date Ratified:</b>	<b>September 18</b>
<b>Next Review:</b>	<b>September 19</b>
<b>Chair of Governors Signature:</b>	
<b>Headteacher Signature:</b>	

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## **Crockerne Church of England Primary School Special Educational Needs and Disabilities Policy**

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### **Definition:-**

The new Code of Practice defines SEND as follows:

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

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

### **Aims:-**

We believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Some of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short term needs. In particular, we aim:

- To enable every child to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, that demonstrates coherence and progression in learning.
- To give children with special educational needs equal opportunities to take part in all aspects of a school's provision, to involve parents, carers and children themselves in planning and supporting at all stages of the child's development.
- To ensure that responsibility held by all staff and governors for SEN is implemented and maintained.

### **Roles and Responsibilities/Coordination of Provision:-**

Provision for children with special educational needs is a matter for the school as a whole.

### **Governing Body:-**

The governors have specific responsibility to:

- Do their best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that the child's needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult the LEA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a child with special educational needs joins in the activities of the school, together with children 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 children with whom they are educated, and the efficient use of resources.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so, governors will have regard to the Special Educational Needs Code of Practice and the Disability Code of Practice for schools. Governors will report to parents annually on the implementation of their SEND policy.

### **The Headteacher:-**

The Co-Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Co-Headteachers keep the governing body fully informed and works closely with the school's SEND co-ordinator. The Co-Headteachers seek out and shares best practice with the LA, other partners and schools.

### **The School Staff:-**

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their needs. All staff are involved in the implementation of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with SEN.

### **The Special Educational Needs Coordinator:-**

The Special Educational Needs Co-ordinator is Mrs Sharon Alsop. Her responsibilities include:

- Co-ordinating provision for children with special educational needs.
- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Managing Learning Support Assistants.
- Liaising with parents of children with special educational needs.

- Liaising with other school SENCOs, members of the Vulnerable Learners' Service (including Educational Psychologists, advisory teachers), Health Professionals (including Speech and Language Therapists, Physiotherapists, Occupational Therapists, Paediatricians, CAHMS and the Sensory Support Service) and Social Services.
- Carrying out detailed assessments as part of the graduated approach of 'assess, plan, do, review' in liaison with the class teacher.
- Contributing to the in-service training of staff.

#### **Admissions:-**

Children with special educational needs are given equal priority on admission to the school. The governing body uses the Local Authority's admission criteria.

#### **Allocation of Resources:-**

**Funding for SEND comes from the schools' delegated SEND budget with some additional Top-Up Funding. For individual children requiring 1:1 support the school must provide the first £6000.**

The school allocates this funding in the following ways:

- Learning support assistants, Teaching Assistants and Learning Mentors
- Training for all teachers and learning support assistants so that they can meet children's needs more effectively.
- Books and equipment, including ICT hardware and software.
- Supply cover to allow attendance at reviews and multi-professional meetings.

The details of how individual children receive support are recorded on their Individual Education Plans or Provision Maps (My Plan).

The school receives additional Top-Up Funding from North Somerset for some children with severe and complex needs. This is criteria based and must usually applied for in March. There is an additional opportunity in November to apply for this funding for children entering the school after March from outside of county

#### **Identification and Assessment of Children with Special Educational Needs:-**

All children are entitled to a balanced and broadly based curriculum, including the Foundation Stage and the National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term interventions.

#### **Differentiation:-**

Differentiation means teaching a child in ways and at levels which match their learning needs. Children make progress at different rates. Not all children learn in the same way and need to be taught in different ways, acknowledging differing learning styles.

1. Class teachers have the responsibility to ensure that their plans make provision for adaptation to meet individual children's needs.

2. Early support for children with special educational needs will usually be within the regular classroom routes by means of differentiated tasks and/or adult help.
3. Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group, to work with an adult to develop their learning through specific interventions.

**Special Education Needs Support (SENDS):-**

1. Should a child make little or no progress, even when teaching approaches are appropriately differentiated and targeted interventions have been tried, the class teacher will discuss this with the SENCO, and together with the parents try to identify the child's barriers to learning, and agree appropriate actions. *This may not necessarily involve additional adult support.*
2. Should a child continue to make little or no progress, be working at a level substantially below that expected of children of a similar age, or have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, then the SENCO may consider referring the child to an outside agency.
3. Parental consent will be sought before discussing names of children with an external agency.
4. At all times, records will be kept to indicate support provided and indicate progress made against the targets set towards agreed outcomes.

If a child demonstrates very significant cause for concern, the parents or school may request an assessment for an Education, Health, Care Plan (EHCP) from the Vulnerable Learners' Service.

**Statement /EHC Plan and or Children in receipt of Top-Up Funding:**

1. Children with Statements, ECH Plans and/or are in receipt of Top-Up Funding must have IEPs or some other means (agreed with the SENCo) of tracking their progress towards desired outcomes.
2. Annual Reviews should be held for these pupils.
3. The parent/carer's views (and those of the child wherever possible) about the longer and shorter term outcomes they see as priorities should be used to inform the next steps for the child. These will inform the plan of action for that child. An Individual Education Plan, Provision Map or some other agreed means of tracking progress will identify specific targets and additional strategies to be employed to achieve progress towards the agreed desired outcomes agreed.
4. In addition the child's progress should be reviewed three times a year and parents will be invited to contribute to the review.
5. The Individual Education Plan (My Plan) will only record that which is additional to, or different from, the differentiated curriculum, and will focus on three or four individual targets that match the child's needs and aspirations. Targets need to be very clear, concise and measurable. For some children these targets will need to be broken down further into small steps. The delivery of the interventions recorded in the Individual Education Plan (My Plan) continue to be the responsibility of the class teacher.

### **Liaison:-**

1. All staff, together with the Co - Headteachers, will ensure that careful records are kept and transfer documents are completed. When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.
2. The SENCO will cooperate as part of the SENCO cluster or MAT group.
3. The SENCO will liaise with other agencies when appropriate to the needs of the child. The school receives regular visits from the nominated Education Welfare Officer, and the Educational Psychologist. In addition, the school may seek advice from specialist advisory teaching services , the SEND Team and the North Somerset Council VLS Adviser when appointed.

### **Staff training:-**

1. Teaching and non-teaching staff may, where possible and appropriate, attend SEND and inclusion training, or visit special schools, or schools with a specific expertise in inclusion.
2. The SENCO will ensure that staff keep up-to-date with developments in inclusion and SEN through staff meetings and/or in-service days.
3. Particular support will be given to newly qualified teachers and other new members of staff.

### **Monitoring:-**

1. Plans for meeting the special educational needs in the school will be reviewed annually
2. The effectiveness of the SEND provision will be reported to the governors on at least an annual basis
3. Effectiveness will be reported to parents and the school community through the annual governor's letter to parents.
4. This policy will be reviewed as part of the governors' annual programme.

### **Complaints Procedure:-**

The school's complaints procedure is set out on the schools website and in the school prospectus.

Under the SEN and Disability Act 2001, parents may seek advice on resolving disagreements with the LA and school through an independent mediation service. School will make further information about this process available on request.

### **Evaluating Success:-**

The SEND policy and provision is evaluated through :

- Monitoring of classroom practice by the SENCO and subject coordinators
- Analysis of pupil-tracking data and test results.
- Value added data for children identified at School Action and School Action Plus.

- Termly monitoring of procedures and practice by the SEND governor.
- The school self-evaluation mechanisms.
- The school's annual SEN review, which evaluates the policy and sets new targets for development.
- The school's Improvement Plan which is used for monitoring provision in the school.
- Frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.