

Special Educational Needs and Disabilities Policy
'Let all that you do, be done in love' 1 Corinthians 16:14

Definition

Children have special educational needs if they have learning or behavioural difficulties that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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 educational authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Aim

To ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all those who work with them.

Objectives

The school will endeavour to ensure that staff in the school are able to identify and provide for those pupils who have special educational needs.

- To allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- To work in partnership with parents. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- Encourage pupil participation in decision making processes, assessment of their needs, the review and transition processes.
- Ensure the children understand their targets and how to meet them.
- To take into account legislation related to SEND including the SEND code of practice 2015.

School Admission and Inclusion

The school will admit pupils with already identified special educational needs as well as identifying and providing for pupils not previously identified as having special educational needs.

Responsibilities

All members of the school community should be aware of the procedures for identifying, assessing and making provision for children with special educational needs. Regular training is given to all staff to ensure they are aware and able to carry out their responsibilities.

The Governors:

The Governing Body (LAC) are responsible for ensuring that they use their best endeavours to meet the needs of children and young people with special educational needs in their school.

The Head Teacher:

The Head teacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school.

The SENDCO:

The named SENDCo is Miss C. Phillips.

Responsibilities will include.

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising other teachers
- Managing teaching assistants and 1:1 support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies.

Class Teachers:

- Pupils with SEND are the responsibility of the class teacher
- In conjunction with the SENDCO write targets
- Implement and resource Assess, Plan, do, review cycle
- Discuss with TA's strategies and resources to implement targets and interventions
- Communicate with parents regarding progress
- Monitor and evaluate pupil progress with TA's and instigate further action/strategies.

Teaching Assistants:

Teaching assistants working with children identified as having special educational needs will:

- Support the class teacher by working with SEND pupils either individually or in groups
- Have a clear understanding of the child's /group targets and the resources to be used
- Monitor progress on a weekly basis in an agreed format
- Receive feedback from the class teacher and receive new guidance on the basis of the feedback.

Identification

The identification of children with possible special educational needs is a whole school responsibility. Through a continuous cycle of planning, teaching and assessment children's progress will be monitored. Those children whose overall attainment or attainment in specific subjects falls significantly outside the range may have special educational needs. Appropriate provision will be given to those children with ability in areas that take them beyond the norm. This provision will be monitored for up to a term before it is decided if the child should be placed on the SEND register. Any decisions to place a child on the SEND register must be done in consultation with parents.

Adequate progress is defined as progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or better the child's previous rate of progress
- Ensures access to a full curriculum
- Demonstrates an improvement in self- help, social or personal skills
- Demonstrates improvements in the child's behaviour.

Assess, Plan, Do & Review Cycle:

Once a child has been placed on the SEND register, we will continue to implement the Assess, Plan, Do, Review cycle as begun in the identification stage.

Assess – assess the children using a range of tests specifically (for academic concerns). Other assessment might be used for non-academic concerns.

Plan – plan what will be done to support the areas of difficulty – this might be setting targets or agreeing interventions or outside support. This will form the child's Individual Learning Plan (ILP) or their Pupil Passport.

Do – complete work towards achieving these targets.

Review – review the progress made and/or the assessment methods originally tested.

Exiting the SEND Register:

If the child makes accelerated progress, intervention will be stepped down but the child's progress will continue to be monitored. Parents will be consulted and the mutual decision will be made to remove the children from the SEN register. This will be done in consultation with parents.

Individual Learning Plans:

St Leonards First School uses IEP's to identify pupils needs and set out measurable targets to help address these. Strategies to enable the child to meet their targets will be recorded in an ILP. An ILP will be used as part of the Assess, Plan, Do, Review cycle. The ILP will identify a pupil's immediate learning needs and the special arrangements that need to be made to suit the individual pupil. The ILP also describes the arrangements made to monitor and review progress and ensure that pupil entitlement is met.

The ILP should include:

- Short term targets for the child (3 or 4)
- Teaching strategies to be used
- Provision to be put in place

- Success Criteria for meeting the targets
- Review date
- Outcomes of action taken

The IEP will be reviewed at least termly and parents' views on the child's progress will be sought. Wherever possible the child will take part in the review and help to set targets.

Pupil Passports:

St Leonards First School uses Pupil Passports to identify pupils needs and strategies required to address these. They are used to outline strategies used to enable a child to access the curriculum. They are not target based, however they still evidence areas of need and progress made by children. A child may have a Pupil Passport in addition to an ILP, or they may just have a Pupil Passport.

The Pupil Passport should include:

- The views of the pupil on what is working well in school
- The views of the pupil on what could be better in school
- Strategies to support the pupil in accessing the school day and/or curriculum
- The views of the child's parents

Education, Health and Care plans:

Where, despite having taken relevant and purposeful action to identify, assess and meet the needs of an SEND child and the child has not made the expected progress, then the school or parents will consider requesting an Education, Health and Care Assessment. School will provide the Local Authority with evidence of the action taken as part of SEN support following the requirements set out by the Local Authority.

Transition:

At the review in Year 4 the aim will be to give clear recommendations as to the type of provision the child will require at the middle school stage. Parents will be given opportunities to visit the middle schools and consider their options. The child will also be given the opportunity to visit the school and meet the special needs team. All relevant information including ILPs, Pupil Passports, assessment details, background information and EHCPs will be sent to the school to ensure that an effective and supportive transfer will occur.

Partnership with parents

The school actively seeks to work with parents and values the contribution they make. The school will support parent partnership by:

- Ensuring positive attitudes towards parents
- By effective communication
- Inviting parents to termly review meetings
- Recording parental views as part of the review procedure
- Account will be taken of their wishes, feelings and perspectives on their child's development.

Preventing and resolving disagreements

If parents wish to make a complaint about the SEND provision for their child, they are invited to discuss their concerns with:

- The SENDCO, if they are still dissatisfied, they should contact
- The Head teacher and if the problem is still unresolved, they should contact
- The Governors and if no resolution is found contact the
- The LA.

The school will inform parents of the SEND family partnership services to prevent difficulties developing into disagreements.

Miss C. Phillips

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