

Thomas Whitehead Primary School

SEND Policy
(Special Educational Needs and Disabilities)

SENCo: Mrs H Long

SEN Governors: Mrs S Richards

Head Teacher: Mrs E Fairclough

Updated: SEPTEMBER 2015

This is a Church of England school and in common with all church schools, aims to provide the best possible education for each of its pupils, within the context of a caring Christian community.

Introduction

This Special Educational Needs and Disabilities Policy is underpinned by the SEN and Disability Act 2001 (SENDA), the Equality Act 2010 and the detailed guidance as set out in the Special Educational Needs Code of Practice 2014.

Further information and guidance may also be obtained from the school SEN guidance notes, Central Bedfordshire's Draft Guidance on Special Educational Needs in the Early Years: A graduated Response 2014, Central Bedfordshire's Draft Guidance on Special Educational Needs 5-16: A graduated Response 2014 and the SEN Toolkit (DFES 2001)

Fundamental Principles (as stated in the Code of Practice)

A child with special educational needs and / or disabilities should have their needs met.

The special educational needs of children will normally be met in mainstream schools or settings.

The views of the child should be sought and taken into account.

Parents and carers have a vital role to play in supporting their child's education.

Children with special educational needs and / or disabilities should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Related Policies

This policy should be read in conjunction with other school policies, in particular the following;

1. Safeguarding
2. Inclusion
3. Equal Opportunities
4. Teaching and Learning
5. Assessment

Definitions

Special Educational Needs

“children have special educational 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 a significantly greater difficulty in learning than the majority of children 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. 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 will be taught. (Education Act, 1996, section 312)

Disability

“a person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on his/ her ability to carry out normal day-to-day activities” (section 1 (1), Disability Discrimination Act, 1995.)

It must be noted that not all pupils who have disabilities have special educational needs and not all pupils who have special educational needs have a disability.

Terminology

We believe the terminology used in relation to children who have special educational needs is of great importance. The child is a child first and their educational need or disability does not define them. As such we refer to children who have special educational needs or SEN (not special needs children or SEN / SEND children).

Objectives

1. To identify and assess all children who have special educational needs and / or disabilities as early as possible.
2. To provide support and training to the class teacher in meeting individual needs.
3. To work in collaboration with outside agencies.
4. To work in partnership with parents from the outset and recognise the key role they have to play in their child's education.
5. To provide the child who has special educational needs and / or disabilities inclusion to the National Curriculum whilst matching provision to the nature of the child's needs.
6. To involve the child, as appropriate, when setting and reviewing targets.

Roles and responsibilities

The class teacher is responsible for: -

- a, ensuring that their planning and teaching includes strategies and teaching methods which will ensure that children identified as having Special Educational Needs and / or disabilities have every opportunity to access the full curriculum.
- b, maintaining a 'special needs / disabilities file' for their class, detailing individual children, their needs and action being taken.
- c, being familiar with and implementing relevant aspects of the SEND policy
- d, Keeping the SENCO informed of any changes to need or circumstances

The Teaching Assistants are responsible for:-

- a, supporting groups or individual pupils to access the curriculum under the direction of the class teacher.
- b, providing feedback to the teacher regarding children's progress.
- c, being familiar with and implementing relevant aspects of the SEND policy.

The Special Needs Coordinator (SENCO) is responsible for: -

- a. overseeing the day to day operation of the school's Special Educational Needs and Disabilities policy.
- b. coordinating provision for children who have Special Educational Needs and / or disabilities.
- c. liaising with and advising fellow teachers in relation to SEND
- d. managing learning support assistants in relation to SEND
- e. maintaining the school's SEND register and overseeing the records of all children who have SEND
- f. liaising with other relevant parties including parents, the SEND governor and professionals.
- g. reviewing and keeping updated the SEND policy.
- h. Carrying out assessments of children identified as having special educational needs and / or disabilities
- i. Preparing documentation for requests for formal assessment
- j. Arranging the annual review of children with a Statement of Educational Needs / Education, Health and Care plans.

The Governing Body is responsible for: -

- a, doing its best to secure that the necessary provision is made for any pupil who has Special Educational Needs and /or Disabilities
- b, ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have Special Educational Needs and / or disabilities.
- c, consulting 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.
- d, ensuring that a pupil who has special educational needs and / or disabilities 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.
- e, reporting annually to parents on the implementation of the school's policy for pupils who have special educational needs and / or disabilities.
- f, having regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all pupils who have special educational needs and / or disabilities
- g, ensuring that parents are notified of a decision by the school that SEND provision is being made for their child.
- h, ensuring they are up to date and knowledgeable about the school's SEND provision including the deployment of resources.
- i, ensuring that the quality of SEND provision is continually monitored.
- j, ensuring that SEND provision is an integral part of the school development plan.

k, giving careful consideration to the time allocated for SEND coordination.

Partnership with parents

Parents have a unique insight into their children's needs and we believe that children can be best supported when school and home work in partnership. In the first instance parents should liaise with their child's class teacher but appointments with the SENCO, Mrs Helen Long, may also be arranged. For parents of children who have Special Educational Needs and / or disabilities independent advice and support is available from CBC SEND Parent and Young Person Partnership Service (information is available from the school)

Success is shown through stickers, reward charts and certificates that the child brings home. Good News books to focus on positive behaviour are also used when appropriate.

Further information regarding SEND provision is available on our school website and parents are encouraged to access this.

Admission arrangements

Thomas Whitehead Primary School adheres to the admission policy of the Local Authority and therefore has no special provision under admission arrangements for limiting or promoting access for pupils who have Special Educational Needs and / or disabilities but who do not have Statements of Special Educational Needs.

In line with the Code of Practice children who have a Statement of SEN or and Education Health and Care plan are usually offered a place at Thomas Whitehead Primary School if this is requested by parents.

Thomas Whitehead Primary School is committed to being accessible for all children, if a child has particular access needs we would appreciate being informed at the earliest opportunity in order that where possible arrangements can be made.

Access Arrangements

To ensure children who have Special Educational Needs and / or disabilities have access to the whole curriculum appropriate differentiation is made and various strategies are employed, these may include different teaching approaches, working in small groups and in class support by an additional adult. On some occasions children may be withdrawn to work with an adult on a 1:1 basis; however careful consideration is given before this is done.

Each class has extra adult help in the form of Teaching Assistants (TA). This is full time support for the foundation stage. For years 1 to 6 there is support each morning for literacy, numeracy and most afternoon sessions. This allows extra in class support for small groups of children and sometimes individuals.

The special facilities which increase and assist access to the school for children who have SEN and / or disabilities include level access to the main school building and classrooms and a ramp to three further mobile classrooms. There is a wheelchair accessible toilet situated in the entrance lobby. We have a sound loop system and facilities to support children who have hearing impairments within school.

How needs are identified, determined and reviewed

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised.

The school adopts the levels of intervention as described in the SEN Code of Practice. This advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene in line with the draft guidance set out by Central Bedfordshire Council.

Once a teacher has raised concern over a child's learning an Initial Record of Concern form is filled in with input from the child's parent and the SENCO is notified.

If, after careful monitoring, observations and record keeping it is felt that the child is not making adequate progress then s/he will be placed at **Stage 1** and an IEP (Individual Education Plan) will be written. This is written in "child friendly" language and highlights specific, measurable targets for the individual and the strategies that will be used to support these. On some occasions a SEND Support plan may be written instead of an IEP. Children are aware of their targets and are involved in monitoring their own progress towards them. In some cases an individual curriculum programme may be written in addition to or instead of a child friendly IEP. Education plans are reviewed by the class teacher termly with input from both the child and where possible their parent as well as relevant school staff, notably teaching assistants and where appropriate the SENCO.

Following review it will be decided whether to keep a child at Stage 1, whether s/he has made sufficient progress to come off Stage 1 or whether s/he may need to move to **Stage 2**.

If a child demonstrates significant cause for concern and has learning difficulties that cause substantial barriers to learning (according to statutory assessment criteria), a request for **Statutory Assessment** is made by the school to the Local Authority. A Statutory Assessment might also be requested by a parent.

An **Education Health and Care Plan** will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an Education Health and Care Plan.

Monitoring

For children in year 1 and above P levels may be used and targets will be set and outcomes measured with reference to the progression guidance. Class provision maps are updated at least on a termly basis and these are also used to help match the needs of the current pupils with the resources available.

Regular monitoring of SEND provision is carried out by the SENCO through analysis of termly pupil tracking sheets and other assessments as well as through observations.

The SEND Governor reports to the governing body following an annual report and meeting with the SENCO.

Record Keeping

Individual files are kept by the SENCO for each child on the SEND register. These files include copies of correspondence, SEN or medical reports, additional assessments, signed Education Plans and print outs of "ongoing notes" which include references to meetings, phone calls etc.

Copies of all relevant information will be kept by the class teacher and will be shared by other members of staff working with the child.

Resources

Provision for supporting children who have special needs and / or disabilities will be funded from the central budget together with any funds the Local Authority allocates specifically for this purpose.

The Governing body through relevant sub-committees will receive periodic reports on the state of the funds and how they are being used.

The In-Service Training of Staff

General issues will be addressed within the context of staff and curriculum meetings.

Individual members of staff will be offered professional guidance by the Special Needs Coordinator to suit their individual circumstances.

The Special Needs Coordinator is to keep abreast of all special needs issues by attending relevant courses and conferences.

Teachers and support staff are encouraged to attend relevant training.

Comments and complaints

We welcome your comments regarding provision for children who have special educational needs and / or disabilities. These may be passed to the class teacher or the SENCO.

As regards any concerns these should be made known in the first instance to the class teacher; if they are not resolved they should be brought to the attention of the SENCO and then the Head teacher.

The school has a formal complaints procedure which is monitored by the governing body. Complaints should be submitted, in writing, to the Chair of the Curriculum Performance Committee. The Clerk of the Governors will then arrange for the committee to meet and discuss the complaint.

Partnership with outside agencies.

The SENCO attends regional SEND meetings where possible; this provides a link with SENCO's in other schools. The school works closely with Local Authority (LA) support services and also health services, social services and educational welfare services. We believe that collaboration with all the services concerned with a child provides a more holistic picture of the child's development and so aids the provision of a more appropriate curriculum.

Transition arrangements between schools are in line with LA practice. Upon transfer to another school the SENCO and / or class teacher will liaise with the SENCO at the receiving school.

Monitoring, Evaluating and Reviewing the SEND Policy

This policy will be reviewed annually and its effectiveness considered in light of the following performance indicators;

1. Levels of differentiation by task as well as by outcome reflected in weekly planning and evident in lesson observations.
2. Measurable progress made by individual children.
3. Monitoring reports on classroom observations made by the SENCO and other senior members of staff.
4. Termly evaluations of the effectiveness of IEPs and SEND provision.
5. Collation of comments from children and parents/ carers.

Implementation and Review

This policy is to be reviewed annually

This policy was updated in September 2015 This policy was ratified by governors on 29 September 2015

This policy is due for review in September 2016.