

Donington Cowley Endowed Primary School
Special Educational Needs and Disability Policy

Definition of Special Educational Needs (from revised Code of Practice)

A child has **Special Educational Needs** if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

A child has a **learning difficulty** if he or she:

- has a significantly greater difficulty in learning than the majority of the children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

1. Objectives

We regard all pupils in our school as having individual needs, and they are entitled to a full, broad and balanced curriculum, including the National Curriculum. It should be relevant and differentiated to enable all children to have an equal opportunity to develop to their full potential. We believe all children must be integrated into all aspects of school life and in order to ensure this, we as a school, will allocate adequate resources and as much support as possible. This may sometimes take the form of in-class support from a member of staff, but there may be times when pupils with Special Educational Needs and Disability may require more specialised teaching, which can best be provided within small group or individual situations away from the classroom.

At any point during their school life, all children may experience some difficulties. These may be short or long term and may include one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Behavioural, Emotional and Social Development
- Sensory and /or Physical.

This policy describes how we aim to meet those needs.

2. Provision

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is Mrs Holly Emery

2.1 The SENDCo will:

- Prepare and review (for the Governing Body) the SEND policy
- Oversee the day-to-day operation of the school's SEND policy and SEND resources
- Help to identify and assess the needs of pupils on the register
- Formulate and maintain the Special Needs Register
- Ensure files are kept up to date
- Co-ordinate provision for children with Special Educational Needs and Disability
- Receive and collate reports from school staff and support agencies on pupil with Special Educational Needs and Disability
- Liaise with and advise fellow teachers
- With class teachers, monitor and review IEPs
- Prepare and collate necessary paperwork and inform for reviews
- Organise and attend review meetings
- Liaise with parents of children with Special Educational Needs and Disability
- Contribute to the In-Service training of staff
- Liaise with external agencies including the LA's Support and Educational Psychology Services, Health and Social Services, and Voluntary bodies.
- Carry out an Audit of Provision and complete Provision Mapping
- With class teachers, set up and monitor in-class support and intervention programmes
- Advise on teaching styles, differentiation of work and resourcing
- Monitor the progress of individual children

2.2 Class Teachers will:

- Identify and assess pupils in their classes who require support and consult with the SENDCo for advice and /or support
- Differentiate activities for all pupils
- Monitor individual progress
- Raise initial concerns
- Contribute to IEP plans
- Attend review meetings
- Oversee the day-to-day running of class-based support for SEND children
- Work with SENDCo to keep parents informed
- Review IEPs with the parents and child
- Inform the SENDCo of the content and outcome of any other relevant meetings with parents or outside agencies

2.3 The Governing Body will:

- Ensure the SEND Policy is available for parents
- Report annually on the effectiveness of the SEND Policy
- Ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disability
- Ensure that a step-by step response to the identification, monitoring and evaluation of Special Educational Needs and Disability is developed
- Ensure that pupils with Special Needs join in everyday activities with other pupils under the terms of the Disability Discrimination Act 2005

The Governor with responsibility for SEND is **Mrs Jill Fearn**

The Head teacher will have overall responsibility for all SEND matters. All staff share responsibility for all pupils in their classes, including those with a significantly greater learning difficulty than their peers, and the more able pupils.

2.4 Teaching Assistants will:

- Implement IEP work as planned by STT (Specialist teaching Team) teacher, SENDCo or class teacher
- Encourage and promote pupil independence
- Liaise and give feedback to teachers
- Keep brief records of programmes
- Help to prepare materials

2.5 Pupils are taught in mixed ability classes. The school carries out an Audit of Need and Provision Mapping is completed according to the identified needs. Class teachers will provide the support for both the more and the less able pupils, largely by the provision of differentiated material. Teaching Assistants provide some in-class support and 1:1/small group help, in consultation with the class teacher and the SENDCo. Class teachers aim to ensure that they work with the support staff in a uniform way throughout the school. Where pupils receive in-class support, the support staff and assistants may be asked to work with other groups of children in the class, whilst still ensuring identified pupils obtain the help necessary to participate fully in the lesson. In this way pupils do not feel isolated. All support staff work towards reducing the level of support given by moving children towards increasing independence. STT (Specialist Teaching Team) visits the school for 3 hours per week to work with small groups and individual children on the SEND register additional support and to liaise with the SENDCo and other teaching staff. The SENDCo ensures that parents are invited to review meetings. If parents have a specific problem which the class teacher

cannot address, the SENDCo is happy to meet with parents at the end of the school day, by appointment.

2.6 Admissions Arrangements

Our policy is to admit all eligible pupils, irrespective of their Special Educational Needs and Disability. Our school has experience in teaching children with specific and general learning difficulties, and has had experience of supporting children with Asperger's Syndrome, Down's syndrome and those with Attention Deficit/Hyperactivity Disorder or Oppositional Deficit Disorder; however, it is important that parents provide school with full information about their child's Special Educational Needs.

2.7 Resources

We have learning resources to help meet the needs of SEND Children, including ICT software. Resources are shared between class teachers to enable the needs of all children to be met.

2.8 Our school is single-storey with easy access. Most doors have double doors, and some entrances are equipped with ramps to allow wheelchair access; a disabled toilet has been installed. We will review the facilities for staff and pupils as and when the need arises.

2.9 Provision for Funding

Each year targeted funding is planned for by the Governing Body. This funding pays for teaching assistants and direct support from STT (Specialist Teaching Team). Children with the most severe and complex needs, who may need special arrangements, will be considered by Lincolnshire County Council for an Education Healthcare Plan through a Multi-disciplinary Assessment.

3. Identification and Assessment

3.1 On entry, pupils' needs are identified through medical records, any previous school records (where applicable) and through discussion with parents. We use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify learning difficulties. On-going observation and assessment provides information and forms the basis for planning the next steps of the child's learning.

A copy of the SEND register is available to all staff.

Each class teacher has, master sheets and other SEND information.

The SENDCo also has a copy of all information about pupils on the SEND register.

3.2 We use the following test/methods to assess and monitor the educational needs of our pupils:

- Teacher observation and assessment in the classroom
- National Curriculum assessments at the end of Y2 & 6
- Diagnostic reading and spelling tests

- Discussion with parents

3.3 The school follows the Code of Practice as laid down by the department of Education and Science (revised March 2014 and implemented September 2014)

- a) When a child's special needs are identified and registered, information is gathered and the child is supported within the class with differentiated work. The class teacher monitors and reviews his/her progress.
- b) The SENDCO works with the class teacher to monitor, review and plan SEND provision. The child's parents are consulted, forms are signed and information is requested from the Health and Social Services as appropriate. An Individual Education Plan (IEP) is developed for the child.
- c) If the child continues to not progress satisfactorily, he/she may require support from external specialists, to help support children's progress.
- d) If necessary, and with full agreement of parents, a request may be made for a multidisciplinary assessment of the child's Special Needs.
- e) Following reports from all professional people involved and parents, the county statementing panel will decide whether an EHC (Education Healthcare Plan) is necessary for the child. If an EHC is provided and parents agree to the Statement, extra provision will be allocated to support the child's learning based on a banded system. If no EHC is issued a 'note in lieu; may be issued which will specify the provision which should be made by the school.

3.4 In our school we try to ensure that all pupils have access to the full curriculum by adjusting:

- Teaching style.
- Presentation of work.
- The difficulty of the task.
- The amount of initial teacher input.
- The amount of teacher/other adult support.
- The ways, in which the pupil can respond and give evidence for their learning, e.g. use of tape-recorder, more structured worksheets, mind-mapping etc.
- The grouping within the classroom.
- The learning environment.

3.5 Pupils are encouraged to discuss their difficulties with their class teacher, who in turn will inform parents of any support the school will implement to support the child. Children receiving behavioural and learning support are encouraged to attend review meeting with their parents and contribute to the setting of their behavioural targets. We have a range of home-school monitoring strategies, including diaries, certificates and record books.

3.6 We provide all possible opportunities for pupils with SEND to follow broadly the same work as any other pupil, in the same classroom, in the same groups at the same time. In the interests of the pupils we believe in providing the most appropriate learning opportunities. Therefore, whilst we aim to teach all pupils alongside their peers, there are some pupils whose needs can be more fully met by more individual teaching, which may take place outside the classroom. Whatever the situation, emphasis is placed upon the independence of the pupil, in order that they may become fully integrated into mainstream school life and ultimately into the world outside school.

4. Staff Development

In-service training for staff in the area of SEND will be provided in the following ways:

- Workshop sessions within school to share ideas, expertise etc
- Training and courses organised by SENDCo and/or other outside agencies
- Support from Advisory Service
- Induction of new staff/NQT's

To enable our Governor for SEND to increase her knowledge of special needs, she is invited to take part in any SEND INSET provided within school, and she is encouraged to attend relevant courses.

5. Partnerships beyond the school

5.1 To ensure continuity of learning, we liaise with the local playgroups and other schools, including the secondary phase. This aids the transfer/transition of pupils. Records are passed to the receiving secondary school and there are both meetings and telephone calls to discuss the needs of the pupils involved.

5.2 Our school utilises the outside support of:

- Educational Psychology Service
- (Specialist Teaching Team) STT
- Emotional and Behavioural Support Service
- Advisers and Advisory Teachers
- Sensory Impaired Service (SIS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapist
- Physiotherapist
- School Nurse
- Area Health Authority
- Working Together (Autism Outreach)
- Traveller Support Service
- Adviser for the Education of Looked After Children (LAC)

5.3 Our school believes in working in partnership with parents in the education of the children. The class teacher and SENDCo notify and involve parents when the school first becomes concerned about a pupil's learning development and keeps them updated throughout the various stages of review. Teachers value the opportunity to listen to parents' concerns and discuss their child's progress. Parents are invited to contact the SENDCo or the Head teacher about SEND issues at any time. Parents of pupils with SEND can play a significant part in the learning development of their child, and are usually asked to participate in home/school projects such as reading, spelling, handwriting and number work.

5.4 If a parent has a concern which has apparently not been noted in school, they should in the first instance contact the class teacher who will liaise with the SENDCo. If the concern is not resolved to their satisfaction, it will then be referred to the Head teacher. It is the right of all parents to ask for the examination of an issue by the Governing Body if a concern/complaint cannot be resolved satisfactorily by the school.

The SEND Tribunal considers appeals against the decisions of the County Council about a pupil's Education Healthcare Plan. Details of whom to contact can be found in the School Administration Handbook - Section A22.

5.5 Our school can put parents in touch with Health, Social and Educational Welfare Services and provide details of local voluntary organisations, which may provide information, advice or counselling.

6. Review

6.1 In meeting the needs of the children with Special Educational Needs and Disability, the policy is effective when:

- Pupils are identified and supported at an early stage
- Pupils themselves are fully involved in the process
- A complete and accurate register is kept of pupils receiving help
- Well-defined and realistic education plans are produced and used
- Staff feel confident and knowledgeable about dealing with particular difficulties
- Pupils are integrated with their peer group and have access to a full curriculum
- Work is differentiated to meet a child's need
- There is evidence of improvement in targeted skills
- Pupils achieve to the best of their ability and are proud of their successes
- Support staff are used effectively
- Outside agencies are contacted as soon as is deemed necessary
- Parents are involved early in helping their child to overcome difficulties

6.2 We will evaluate the effectiveness of the implementation of this policy by considering:

- The child's own perceptions of their needs and achievements
- Parents' perception recorded at reviews or parents' evenings
- Teachers' and support staff's perceptions of how well their own and the pupils' needs are being met in relation to specific needs
- Governors' perceptions of how well Special Educational Needs are being addressed in the school
- Outside agencies' perceptions of how well Special Educational Needs are being addressed in the school
- The extent of integration and curriculum breadth
- Internal and external pupil assessments
- IEP targets and review reports
- Annual reviews
- The SEND register
- Pattern of SEND referrals by year

This policy was updated and approved by the Governing Body at their meeting on

Mr Rob Cole Chair of Governors