

Otley and Winesham Federated Primary Schools

Special Educational Needs and Disability Policy (SEND)

Our Aims:

- To maintain a happy, caring and safe environment in which all individuals feel valued, special and confident.
- To help children acquire skills for lifelong learning, both as individuals and together.
- To develop lively and enquiring minds through extending children's natural curiosity and imagination and minimising barriers to learning.
- To inspire and celebrate high standards of work, behaviour and self-discipline.
- To have effective relationships between families, school and other communities.

Introduction

This policy was reviewed and updated in September 2014 in line with the new Code of Practice (by Royal Assent March 2014). Details of the Code of Practice can be found on the following website: www.education.gov.uk/schools/pupilsupport/sen.

One significant change arising from the reform is the replacement of the current Statement of Special Educational Needs for those pupils with the most complex needs, with a new Educational Health Care Plan.

It is the intention of this policy document to ensure that all those children who have a special educational need are identified and have their needs met within an inclusive environment.

Aims and Objectives

The aims of this policy are:

- To provide a safe, caring and happy environment where pupils learn effectively.
- To ensure that good progress is made for children with special educational needs and disabilities.
- To ensure pupils value others as individuals whatever their need or ability.
- To work cooperatively supporting and sharing expertise with all stakeholders.
- To encourage a successful partnership approach between home and school.

- To ensure pupils with SEND participate fully in the school community and are active in decisions about their education.
- To use a range of teaching and learning styles and resources to enable access to the entire curriculum.

Working in Partnership with Parents

Under the new legislation (September 2014) there is a requirement for Local Authorities to publish a SEND Local Offer which sets out a range of additional services and provision across education, health, social care and the public, voluntary and independent sectors. This should give detailed information of the support available for families of children with or without EHC Plans. The SENCO will support the parents of pupils with SEND to identify appropriate provision that may be available through the Local Offer. They may also signpost parents to the Parent Partnership Service who may offer specific advice, guidance and support where required.

Role and Responsibility of the SENCO

The SENCO responsibilities include:

- The day to day operation of the SEND Policy
- To be the responsible person for SEND as defined within the Code of Practice.
- To ensure that appropriate training is provided for all staff.
- To ensure that resources are monitored and updated as appropriate.
- To arrange for liaison with outside agencies and all staff involved with specific children.
- To provide guidance and support to all staff as appropriate.
- To ensure that assessments are in place for the identification of needs for new admissions and for the changing needs of all pupils as they progress through school.
- To work with the Headteacher to deploy resources for SEND effectively.

Role and Responsibility 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 and disabilities. The Governing Body has identified a Governor (SEND Governor) to have specific oversight of the school's provision for pupils with special educational needs and disabilities.

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Achievements and Standards

All pupils, including SEND pupils, are set aspirational targets in their learning. Class teachers have high expectations of children and small step targets are provided to ensure progress for SEND pupils.

SEND children are monitored and tracked throughout school in Pupil Progress meetings, where appropriate interventions or strategies are identified to support learning and progress.

Planning and Delivery

Planning is explicit for all pupils. Children are able to access the curriculum through Quality First teaching, clearly differentiated through work provided, targets, specific learning objectives and success criteria for SEND. Differentiation is delivered through working with an adult, another child, differentiated work, learning styles and/or teaching styles. Activities are planned across the curriculum to provide every opportunity for SEND children to achieve their basic skills, build on levels of achievement, consolidate and give specific input related to an individual need.

Classroom Organisation

The Class Teacher will continue to monitor each child's achievements throughout the school so that any SEND is identified at the earliest, reasonable opportunity.

The Class Teacher will:

- Identify each child's needs and skill levels and plan to match these needs to ensure progress.
- Read the child's personal file with reference to any reports from outside agencies or other professionals.
- Advise the parents/carers of any concerns.
- Ensure identification of needs in new admissions and the changing needs of all pupils as they progress through school.
- Produce a provision map which clearly identifies support for specific pupils or groups of pupils on a daily/weekly basis. This provision map to be updated termly at Pupil Progress meetings, but also as adjustments are required.
- Liaise with SENCO with reference to Statements/EHC Plans and ensure provision is linked to objectives within these documents.
- Write and deliver Behaviour Plans where necessary in conjunction with the SENCO.
- Display Class Visual Timetables and provide individual timetables for specific children as required.
- Provide reports for outside agencies, in liaison with SENCO.
- Monitor and assess progress and maintain appropriate records.

- Liaise with the SENCO and Senior Leadership Team to provide risk assessments for specific children as necessary.
- Ensure that delivery of the curriculum allows each child to experience success.
- Differentiate targets to ensure progress.
- Fulfil all other duties required of the class teacher as defined by the Code of Practice.
- Provide the appropriate environment for any SEND child.

All this falls within planning, preparation and assessment for children.

Children with Disabilities

The Class Teacher will:

- Ensure inclusive practice.
- Put into practice any advice given by outside agencies and monitor its impact.

The SENCO will:

- Arrange access visits from outside agencies if a child has a physical disability to ensure the school is fully equipped to cater for the needs of the child.
- Liaise with outside agencies on behalf of the child.
- Source specialist resources (i.e. for hearing/sight) through relevant agencies.

*See Accessibility Policy and Plan for further information.

Resources

The SENCO will ensure that appropriate resources, publications, research and educational materials are available for teachers and teaching assistants to access. Regular updating of resources and opportunities to discuss relevant interventions and their application will be made through TA and Staff meetings.

Links with Parents/Carers

In developing a strategy to meet any special educational need the school will endeavour to hold a meeting to include the child, parent/carers, class teacher and any outside agencies where appropriate. This is to ensure that the school is able to offer an appropriate level of support, information, advice and practical help to the child and parent/carers.

Equal Opportunities

Equal opportunities should permeate through all aspects of school life and is the responsibility of every member of the school community. The teaching and learning of SEND pupils will be in accordance with our current Equal Opportunities Policy.

All groups of children should be planned for and objectives and success criteria should be differentiated for children with additional needs.

The outcomes for all groups of children should inform analysis of provision and any necessary actions.

Systems and procedures for pupils with additional needs will be integrated into the overall arrangements for all pupils.

Signed:SENCO

.....Headteacher

Date:

This policy to be reviewed -