



*Be courageous; Be strong. Do everything in love (1 Corinthians 16:13-14)*

# Special Educational Needs and Disabilities Policy

The SENCo is: Miss B Jones

## **1 Introduction**

- 1.1** This policy was reviewed and updated in September 2022 in line with the revised 2014 Code of Practice. The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014. Special Educational Needs (SEND) Definition from SEND Code of Practice p15/16
- 1.2** This school provides a broad and balanced curriculum for all children. The Early Years Foundation Stage Curriculum and the National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they may have special needs and require particular support at school.
- 1.3** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4** Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Special educational needs and provision can be considered as falling under four broad areas:

- ☒ Communication and interaction
- ☒ Cognition and learning
- ☒ Social, mental and emotional health
- ☒ Sensory and/or physical

## **2 Aims and objectives**

### **2.1** The aims of this policy are:

- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's special educational needs.
- to enable all children to have full access to all elements of the school curriculum.
- to work in partnership with parents and carers to ensure that parents/carers are fully involved in supporting their child's education.
- to ensure that our children have a voice in this process.
- To ensure that reasonable adjustments will be made to support any pupil with a protected characteristic so that they are able to realise their full potential.

## **3 Educational inclusion**

- 3.1** In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations.
  - require different strategies for learning.
  - acquire, assimilate and communicate information at different rates.
  - need a range of different teaching approaches and experiences.

**3.2** Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **4 Special educational needs**

- 4.1** Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
- they have significantly greater difficulty in learning than the majority of children of the same age.
  - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.
  - they are under school age and fall within the definitions above.
  - Children with special educational needs may have behavioural difficulties that call for special provision to be made. These difficulties will be identified with regard to the school's behaviour policy.

- 4.2** Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

- 4.3** Once a potential special educational need is identified, four types of action will be taken to put effective support in place – **Assess, Plan, Do, Review** – this is the graduated approach called **SEN Support**.

The child's class teacher, in consultation with the Special Educational Needs Co-ordinator (SENCO), will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher and SENCO will work with parents to plan appropriate intervention, regularly reviewing progress and deciding on the need for any further assessments of the child's needs.

- 4.4** We will record the strategies used to support the child using Provision Maps, Assess, Plan, Do, Review (APDR) documents and Insight Tracker (our school tracking system). These will show the short-term target set for the child/ren, the adult involved, the teaching strategies to be used, the progress and next steps indicating the planned outcomes and the date for the plan to be reviewed. We will share the development of targets with parents, Teaching/Special Support Assistants and the child concerned (where appropriate).

- 4.5** If the APDR identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at SEN Support. A child may also be referred at SEN

Support if the child has substantial difficulty accessing the curriculum due to their level of understanding, physical, medical or behavioural needs. External support services will provide information for the child's new SEND provision. The new strategies within the provision will, wherever possible, be implemented in the child's normal classroom setting.

**4.6** If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. This may lead to an Education Health Care Plan (EHCP). A range of written evidence about the child will support the request. The Head of School ensures that all those who teach a pupil with an EHCP are aware of the nature of the EHCP.

**4.7** In our school the SENCO:

- manages the day-to-day operation of the policy.
- ensures a consistent whole school approach to special needs and disability.
- maintains the upkeep of an appropriate special educational needs register, reviewing and updating as necessary.
- co-ordinates the provision for and manages the responses to children's special needs.
- supports and advises colleagues.
- oversees the records of all children with special educational needs; monitors the impact of interventions and standards of pupil progress and attainment.
- acts as the link with parents; ensures parents, carers and young people are fully involved in the decision-making process about their child's education.
- acts as link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and reports to the Strategic Task Group.
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- contributes to the professional development of all staff.

## **5 The role of the Strategic Task Group;**

**5.1** The Strategic Task Group has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

**5.2** The Strategic Task Group does its best to secure the necessary provision for any pupil identified as having special educational needs. The Strategic Task Group ensures that all teachers are aware of the importance of providing for these children.

**5.3** The Strategic Task Group has an oversight of the school's provision for pupils with special educational needs.

**5.4** The Head of School ensures that all Strategic Task Group members are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

**6.1** The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans. The Head of School and Executive Headteacher are responsible for providing appropriate funding.

**6.2** The Head of School informs the Strategic Task Group of how the funding allocated to support special educational needs has been employed.

## **7 Assessment**

**7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

**7.2** The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an on-going process.

**7.3** The SENCO works closely with parents and teachers to plan an appropriate programme of support.

**7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

**7.5** The LA seeks a range of advice before making a formal Education Health Care Plan. The needs of the child are considered to be paramount in this.

## **8 Access to the curriculum**

**8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

All children with SEND are encouraged to share what is important to them and how they want to be supported through discussions with teachers and support staff. This dialogue supports the provision of a more person-centred care and support approach.

**8.2** Teachers use high quality teaching to meet the needs of all children. The key characteristics of which are summarised as follows:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups where appropriate.
- an expectation that pupils will accept responsibility for their own learning and work independently where appropriate.
- regular use of encouragement and authentic praise to engage and motivate pupils.

**8.3** Teachers use a further range of strategies to meet children's special educational needs; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

**8.4** A small-steps approach to learning is used and features significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEN Support have APDR documents and all children with EHCPs have a Learning Plan.

**8.5** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **9 Partnership with parents**

**9.1** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have so much to contribute to our support for children with special educational needs.

**9.2** The school website SEND Page contains details of our policy for special educational needs, and the arrangements made for these children in our school.

**9.3** We have regular meetings each term to share the progress of special needs children with their parents. We discuss any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

**9.4** The school maintains a list of outside agencies that are available to support parents.

**9.5** The school publishes a SEND Information Report on the School Local Offer page of the school website.

## **10 Pupil participation**

**10.1** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The school recognises the importance of children developing social as well as educational skills.

**10.2** Children are involved at an appropriate level in setting targets in their learning. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **11 Monitoring and evaluation**

**11.1** The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and Strategic Task Group with regular summaries of the impact of the policy on the practice of the school.

**11.2** The SENCO is involved in supporting teachers involved in drawing up APDR documents and Learning Plans for children. The SENCO and the Head of School hold regular meetings to review the work of the school in this area.

**11.3** The Strategic Task Group reviews this policy regularly and considers any amendments in the light of the review findings.

**Miss B Jones (SENCo)**

**Review date: September 2024**