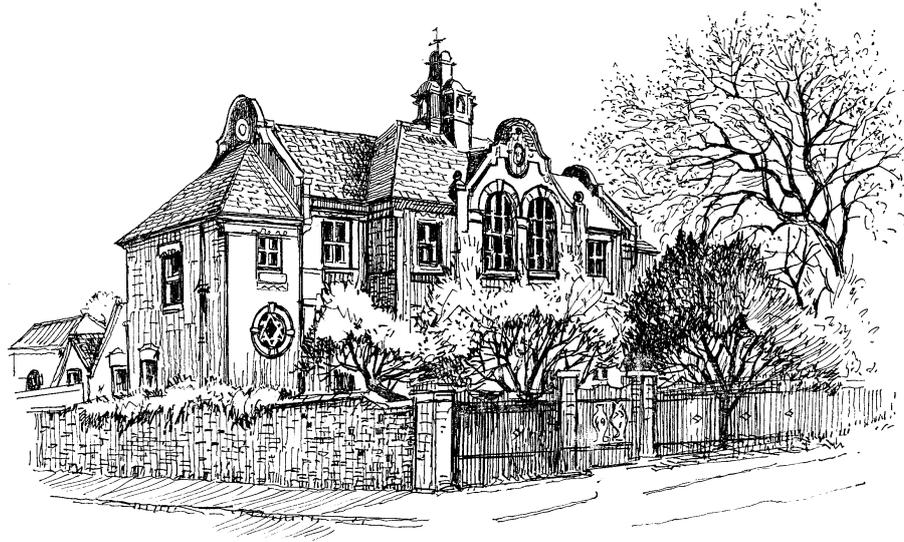


St. Edward's C of E Primary School



Growing and learning together

Special Educational Needs and Disabilities (SEND) Policy

Review Date 2017

St Edwards C of E Primary School

Special Educational Needs and Disabilities Policy

Introduction

The purpose of this policy is to maintain, promote and develop inclusion for all pupils, particularly those having been identified as having Special Educational Needs and/or Disabilities (SEND). We are committed to developing an environment where all children can flourish, feel included in every aspect of school life and achieve their highest potential.

Aims and Objectives

The aims of St. Edward's SEND policy and practice are to:

- enable all children to have full access to the school curriculum and school life,
- develop the self-esteem and promote positive self-worth in all children,
- identify and meet individual needs through a wide range of provision,
- carefully map provision to ensure that staff and resource deployment lead to positive outcomes for all pupils,
- make clear the expectations of all stakeholders in the process and
- regularly review and evaluate children's progress in partnership with parents and pupils' themselves

This policy summarises how we address the needs of learners by overcoming potential barriers to learning. It has been written as a guide for staff, parents / carers and pupils with reference to the new SEN Code of Practice (2015).

Role and Responsibilities

Parents

At all stages of the educational process the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents. Through regular review meetings, we encourage parents to make an active contribution to their child's education.

If input from an outside agency is required, we inform and seek the consent of parents. The outcome of these meetings is shared with parents, so everyone involved can work to serve the best interests of the children.

Pupils

Pupils are actively involved in their learning at St. Edward's and they are encouraged to express their views about their SEN Support targets. Progress towards targets will be shared with pupils at termly review meetings.

Class Teacher

All the staff in our school take their responsibility, to maximise pupils achievement and well-being, extremely seriously. **ALL teachers** are teachers of pupils with SEND. High quality classroom teaching is achieved through:

- providing differentiated teaching and learning opportunities,
- setting suitable and challenging expectations,
- taking responsibility for the progress of all children in his/her class
- ensuring effective deployment of resources – including learning support assistant time (in conjunction with the Head teacher and SENCO) – to maximise outcomes for vulnerable pupils,
- regularly analysing the progress and attainment of all pupils to ensure good progress for pupils with SEND
- adopting programmes of study that met the need and ability of pupils, not age-related expectations
- reviewing pupil progress against targets set on SEN Support plans and provision maps

SENCO

The SENCO is the Special Educational Needs Co-ordinator, who is Mrs. Hannah Bennett. The SENCO role involves working the Head teacher and the governing body to determine the strategic development of the schools' SEND policy. Other responsibilities include:

- liaising with staff to ensure appropriate guidance and support are available
- liaising with external agencies to support pupils with SEND
- overseeing the day-to-day operation of the SEND policy
- co-ordinating the provision for pupils with SEND
- monitoring the outcome of targeted interventions
- monitoring the progress and attainment of pupils with SEND
- liaising with parents
- contributing to the on-going professional development of staff

Governors

The Governing Body is responsible for ensuring that an SEND policy is in place and that it is implemented effectively. The SEND governor has a statutory role to play in the evaluation of the SEND provision:

- ensuring that provision of a high standard is made for pupils with SEND
- ensuring that pupils with SEND are fully involved in school activities and
- reviewing the SEND policy.

Identifying and Providing for SEND

All pupils with SEND will be included with detailed targets on current planning. Individual IEPs will include outlines of the provision across the school that is 'additional to' or 'different from' that of the well-differentiated curriculum on offer at St. Edward's. The IEPs, teacher plans and SEND Pupil Provision Sheets enable the school to:

- plan strategically to meet pupils' identified needs and track provision,
- audit how well provision matches need,
- recognise any potential gaps in provision,
- demonstrate how staff is deployed
- cost provision effectively

- inform parents, external agencies or OFSTED about provision and resource deployment

At St. Edward's we have a graduated approach to identifying and meeting pupils' needs. At each stage of support it is the teacher's responsibility to:

- identify pupils who may have SEND,
- liaise with the Head teacher or SENCO and plan provision,
- inform and involve pupils and parents,
- plan tasks for support staff, if they are working with pupils with SEND
- attend review meetings

Stage 1: well-differentiated 'quality first teaching'

Children will be identified as needing extra support through:

- data analysis at termly pupils progress meetings
- assessment for learning
- following up parental concerns
- undertaking specific in-depth assessments when necessary

Learners in this category will have access to interventions, but time spent outside of the classroom is to be minimised. Learners may need this type of support for a variety of reasons. This does not necessarily mean that they have SEND. For examples, pupils for whom English is an Additional Language that do **not** have other learning needs may need support, but will not be considered to have SEND.

Stage 2: SEN Support

Pupils in this group will have had interventions of the type outlined above, but due to lack of significant progress or other difficulties, it is felt that they have SEND. These pupils will be listed on the SEND Register and will receive SEN Support that is in 'addition to' or 'different from' the already differentiated curriculum. Pupils may be involved in intervention groups, which will be monitored by the SENCO and additional classroom support, which will be monitored by the class teacher. All of this is overseen by the Head teacher via termly pupil progress meetings.

Pupils on the SEND Register will have their targets, progress and support reviewed termly at meetings between parents, the pupil and the class teacher (and the SENCO, where appropriate). At these meetings appropriate targets will be set, taking into account parent and pupil views.

Stage 2: Education and Health Care Plan (to replace Statements of Educational Need

Pupils with Education and Health Care Plans (EHCP) will have access to all of the arrangements for pupils on the SEND Register, but will require additional support. This plan of support will be outlined in the EHCP, with a focus on the outcomes of support and interventions. In addition to the above, EHCPs will be reviewed termly with parents, the Headteacher and the SENCO.

Complaints

Where a parent has concerns about the school's provision for special needs, which cannot be allayed by the Class teacher or SENCO, he/she should approach the Headteacher. Where a complaint cannot be resolved, it should then be referred to the governing body via the school's complaints procedure.

Appendix - Approach to Pupils with Dyslexia

The purpose of this guidance is to outline the provision for pupils with specific literacy difficulties around phonics, reading and spelling. This document serves to inform parents about what they can expect for their children, if they are experiencing such difficulties. In addition, it provides a guideline for staff to ensure a consistent approach throughout the school.

In this school:

Pupils are monitored termly by the Head teacher and class teachers to ensure good progress is being made. In addition, half-termly monitoring is conducted between class teachers and the SENCO. Pupils who are experiencing specific literacy difficulties will be highlighted and appropriate differentiation to their quality teaching will be made. In addition, some specific interventions may be implemented.

Examples of such interventions include:

- Extra spelling support groups focusing on different strategies from typical spelling and phonics sessions (whole word, multi-sensory and visual strategies recommended for pupils with dyslexia)
- A systematic 1:1 intervention programme which uses a multi-sensory approach to reading and spelling ("The Hornet")
- The use of ivory-coloured books and/or coloured overlays, when appropriate
- The use of visual stimulus whenever possible
- Ensuring that verbal instructions are manageable, as some pupils struggle with short term memory
- Allowance of extra time for tasks (for example, Times Table Olympics in Maths)

If the class teacher, SENCO or Head teacher suspect a pupil may be dyslexic, adjustments will be made to class teaching and appropriate interventions will be arranged. This will happen whether a formal diagnosis has been made or **not**.

When pupils reach Year 5, if they are still presenting with the dyslexia-type difficulties, pupils will be formally assessed. Assessment at this age allows pupils to apply for extra time for the Key Stage 2 SATS, which can significantly raise results on exams for pupils with dyslexia.

From time to time there will be exceptional circumstances where the school feels a pupil should be formally assessed at an earlier point.