Special Educational Needs and Disability Policy

This policy is in accordance with the Children and Families Act 2014 and associated regulations:

The Special Educational Needs and Disability Regulations 2014
The Special Educational Needs (Personal Budgets) Regulations 2014
The Order setting out transitional arrangements

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a *learning difficulty or disability* which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a *learning difficulty or disability* if he or she;

a) Has a significantly greater difficulty in learning than the majority of other of the same age; or
b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or in mainstream post-16 institutions.

For children aged two or more special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special education 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.

Fundamental Principles

- A child with special needs should have their needs met
- Children with special educational needs should be offered full access to a broad and balanced curriculum, including an appropriate curriculum for the Foundation Stage and the National Curriculum
- The special educational needs of children will normally be met in mainstream schools
- The views of the child should be sought and taken in to account
- Parents have a vital role to play in supporting their child's education.

Aims

In accordance with these fundamental principles, we aim to:

- Place emphasis on early identification of children with SEN and put into place interventions to overcome barriers to learning
- Provide all pupils with SEND access to the full curriculum by differentiating according to their needs. We recognise that differentiation will maximise their progress and achievement, through taking into account different learning styles and matching learning targets to resources and support
- Ensure the appropriate support of the highest quality is given to all pupils with SEND within the available resources
- To recognise the relationship between social, emotional and mental health difficulties and underachievement and to strive to meet individual learning needs as a way of modifying behaviour
- Involve the child in target setting and monitoring progress in addition to systematic record keeping throughout the school
- Ensure effective participation by parents/carers in decisions about available support for their child and work in partnership with all those involved in the child's learning
- Develop good practice for all staff in meeting the needs of children with SEND and offer training within available resources
- Encourage all members of the school community to adopt positive attitudes to everyone including those with SEND and to value their contribution to the life of the school.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a *whole*.

The Governing Body has statutory duties towards pupils with Sen as defined in the Education Act 1996. These are to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs

- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, 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
- Consult 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
- Report to parents on the implementation of the school's policy for pupils with SEND
- Publish information on the school's website about the implementation of the school's SEND policy.

The Governing Body should have regard to the Code of Practice when carrying out its duties toward all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The Governing Body will appoint one Governor as the 'responsible person' to have oversight of the school's arrangements and provision for meeting special educational needs.

The Special Educational Needs Co-ordinator (SEND Leader)

The person responsible for co-ordinating the day to day implementation of the SEND policy is the SEND Leader.

The SEND Leader is responsible for:

- Identifying and assessing children with SEND
- Co-ordinating provision for those pupils
- Maintaining the school's records of children with SEND
- Liaising with parents/carers of children with SEND, the LA and other professionals
- Supporting, encouraging, advising and liaising with staff
- Contributing to staff training
- Leading on the SE information report.

Admission Arrangements

Pupils are admitted according to the LA admissions criteria. The school caters for the full ability range and the presence or absence of a special educational need is not a factor in the selection of pupils. We do not discriminate on the grounds of disability. Currently only the new part of the building is adapted for wheelchair users.

Facilities for children with Special Educational Needs

Provision is made for children across the four areas of SEN:

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

We have a range of staff to support the inclusion of children with SEND including:

- SEND Leader
- a team of Teaching Assistants.

The school recognises that supporting pupils with SEND involves the acquisition of specialist skills, which need to be developed through appropriate training and staff development.

Allocation of Resources

Resources are allocated according to the needs of individual children within the budgets and staffing limits of the school.
The school receives a proportion of its budget to support children who need SEND support. A child who has a very high level of SEN and/or disability may be additionally funded by the LA through the application for an Education, Health and Care Plan (ECHP).

Identification, Assessment, Monitoring and Review Procedures

It is the school's aim to identify children with special educational needs as early as possible in their school life. We employ an assess, plan, do, review process.
The assessment and monitoring of children's progress is the duty of all teachers in accordance with the school's procedures for assessment and monitoring the progress and development of all pupils.
Class teachers have an important role to play in the initial identification and assessment of children with SEND, liaising closely with the SEND Leader.
Identifying a child's special educational needs is a process carried out by the SEND Leader in conjunction with the class teacher's assessment. Referrals may be made to other professionals e.g; .Educational Psychologist, Speech & Language Therapist, Paediatrician and Specialist Teachers. Parents will be involved in these assessments as they hold key information and have a crucial role to play in their child's education. Teachers will implement the advice from the assessments in class. When necessary a child's curriculum may be modified to meet specific needs and where possible additional support will be given to support access to the curriculum. Termly meetings are held for parents and teachers to discuss the progress of a child with identified SEN.

Statutory Assessment

The format of a statutory assessment is now referred to as an Educational Health and Care plan (ECHP).
Only a small number of children and young people will qualify for an EHCP. If a child demonstrates serious cause for concern, despite strategies and programmes having been implemented over a reasonable period of time (usually four terms) without success, they may need a statutory assessment. A decision as to whether the child may be eligible for an EHCP will be made by a borough panel of SEN professionals on receipt of an application made by the SEND Leader in conjunction with the parent/carer.

Arrangements for Inclusion

Arrangements for the inclusion of pupils with SEND with pupils who do not have SEND are stated in the school's Inclusion Policy.

Children with SEND, as all children, have a right to be involved in making decisions and exercising choices.

'Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken in to account in any matters affecting them. The views of the child should be given, due weight according to the age, maturity and capability of the child. (Articles 12 and 13, the United Nations Convention on the rights of the child).

Partnership with Parents/Carers

The school acknowledges the concept of parental responsibility according to The Children Act 1989 and shares information with those adults who have legal responsibility for a child. Parents hold key information and have a critical role to play in their children's education. We value open and honest communication between parents and professional in order to identify and support a child's special educational needs. When children start school, we appreciate parents informing us of any particular needs they may have which will affect their education. Likewise parents are consulted at the outset if the school has identified any difficulties the child might have which need SEN support. Parents are always welcome to discuss their children with the SEND Leader who will offer advice and support and, when appropriate, make referrals to outside agencies. In complex cases parents may seek further advice from the borough's Parent Partnership Advisers. In our efforts to ensure children make the maximum progress we expect parents/carers to attend appointments and meetings held within school and also with external agencies. Parents have a commitment to play an active role in their child's education, eg; supporting learning targets and reading with their child at home.

External Support Services

The school acknowledges the importance of working closely with a range of professionals in outside agencies and support services in order to address a child's special educational needs. The SEND Leader maintains good contacts with the available agencies.

Links with Other Schools

The SEND Leader maintains contact with other local SEND Leader's and keeps abreast of LA issues through the SEND Leader forum. Transition arrangements are made for children with SEND who are transferring from Early Years settings. Transition information is shared at borough level for Year 6 children with SEND who are transferring to secondary school. The school welcomes links with the borough's special schools and works in partnership for the transition of pupils to special educational provision.

Complaints

When a complaint is made about SEN provision in the school, in the first instance, it is reported to the 'responsible person' identified by the Governing Body. Complaints should be put in writing and will receive a written response within a reasonable time. Where this response is not acceptable, the complaints panel of the Governing Body will hear the complaint. The LA has clearly laid down procedures for complaints in a leaflet which can be obtained from the Headteacher.

Policy to be reviewed Autumn 2026