



Snape Primary School

Special Educational Needs and Disabilities Policy

On a learning adventure together

Introduction

This policy was first adopted in November 2015 in line with the new code of practice (by Royal Assent March 2014). Details of the code of practice can be found on the DfE website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reform is the replacement of the current Statement of special educational needs for those children with the most complex needs, with a new educational health care plan.

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

1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point 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. A minority of children have particular learning and assessment requirements that could create barriers to learning.

1.2 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.

1.3 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.

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 as far as possible;
- 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.



3 Educational inclusion

3.1 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 quality first teaching to all pupils;
- providing support for children who need help with communication and language;
- 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.

4.2 In our school the Special Educational Needs Co-ordinator (SENCO) is **Mrs. Tracy Clinton**. She holds the Master's-level National Award for Special Educational Needs Co-ordination

As our Senco she:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs and has provision maps in place;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the Headteacher and governing body;
- manages a range of resources, human and material, linked to children with special educational needs.



5 The role of the governing body

5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

Our SEND Governor is **Mrs. Linda Steward**.

5.2 The governing body has decided that children with special educational needs will be admitted to the school in line with the county's agreed admissions policy.

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The headteacher informs the governing body 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.

7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and 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 school uses responds to children's special educational needs as follows:

The class or subject teacher identifies and consults with the SENCO;

(These children may need interventions which are identified on a Provision Map)

The teacher and the SENCO are supported by outside agency involvement;

The class teacher fills in a referral form for the SENCO which is then used at a planning meeting with advisory teachers to determine the next step.

(These children require a specific interventions will be put in place.)

Educational Health Care Plan, EHCP - The Local Authority (LA) issues a

formal statement of needs. (These children have a shared plan of support that is reviewed regularly. Planned meeting will be held with parents, children and other agencies including schools to determine next steps)



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.

8.2 Teachers use a range of strategies to meet children's special educational needs e.g we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 All children on the SEND register will have a SEND support plan in place which is reviewed termly by the class teacher and the parents of the child. All children with an EHCP will have regular reviews and there will also be termly reviews throughout the cycle. The SENCO will oversee this process with the support of the class teacher.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This may mean that they will miss parts of a lesson that the rest of the class is experiencing. There is a provision map to ensure that all children with SEN are accessing appropriate interventions and the impact of these interventions is reviewed termly by the SENCO.

9 Partnership with parents

9.1 Any parent whose child is put onto the SEN register will be fully consulted as to the process, the aims and their role in achieving these.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages although we may not always act upon their suggestions where our assessment or evidence suggests another course of action is more appropriate. We encourage parents to make an active contribution to their child's education at all stages.

9.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of 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.

10 Monitoring and evaluation

10.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides the Headteacher and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENCO is involved in supporting teachers involved in drawing up the SEND support plan for children. The SENCO and our SEND governor meet regularly.

10.3 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Adopted: November 2015

Last Reviewed: November 2018

Signed: