

Policy for Special Educational Needs and Disability (SEND)

Rationale

In compliance with '0 to 25 SEND Code of Practice' September 2014, our school is committed to providing exciting, personalised learning experiences by placing considerable emphasis on adapting our curriculum to the learning needs of individual children.

We believe in an inclusive education where all children are included in the full life of the school.

Aims

- To provide equal opportunities for all children.
- To provide full and appropriate access to the National Curriculum.
- To identify children with special needs as early as possible.
- To provide support for pupils and staff.
- To recognise that special needs may be educational, physical, behavioural or medical.
- To foster independence and self-motivation amongst those pupils with SEND.
- To build self-esteem and confidence.
- To help each child reach their full potential.
- To provide an Inclusive environment for children to learn in.

Identifying Special Educational Needs

It is vital that children with SEND are identified as early as possible. Concerns may be raised by;

- Medical information
- Information from pre-school settings
- Parental views
- Phonics, SAT's - results and analysis
- Diagnostic testing (Dyslexia screening)
- Liaison with other staff/schools/professionals
- Lack of progress, underachieving by pupils
- Child's progress well beyond expected attainment level

A Graduated Approach to SEND Support

All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from staff or specialist staff.

All children will have access to high quality teaching in all classes which is differentiated for individual pupils to meet all children's needs whether they have special educational needs or not.

The policy sets out the belief that additional intervention and support cannot compensate for a lack of good quality teaching. Where children's learning does not respond to this high quality first teaching then they will be assessed for additional support and added to the school SEND register.

All children's progress and attainment is regularly and carefully reviewed along with the quality of teaching they receive. This includes a review of and support for improving teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Where a concern is raised the teacher, along with the SENCO, parents, carers and the child (where age appropriate) will work together to analyse all the information available about the pupil. To include progress, attainment, results of formative and other assessments, as well as the story of the child, to decide on the best support plan for them to achieve identified outcomes. At this point a decision will be made collaboratively as to whether the child should be placed on the school SEND register as needing special educational needs support.

These plans and outcomes will be reviewed each term with the teacher, SENCO, parents, carers and child (age appropriately). Where it is felt necessary and beneficial to achieving better outcomes for the child, further advice will be sought from suitable partners to provide additional support for the child to achieve the set of outcomes for them.

Role of Co-ordinator

Luddenden CE School's SEND co-ordinator is Vicky Dixon, Her role is to;

- be responsible for the day to day operation of the school's SEND policy.
- liaise with, and advise, teaching and support staff.
- co-ordinate provision for children with SEND.
- maintain the school's SEN register and oversee the records on all pupils with SEND.
- liaise with parents of children with SEND.
- have appropriate training relating to SEND issues and to contribute to the in-service training of staff.
- liaise with external agencies where appropriate.
- oversee the provision of inclusive strategies within school.

Luddenden CE School's SEND Link Governor: Christine Goodman

School Facilities

The school is on one level, with wheelchair access. There is one disabled toilet. The outside has ramped access to the lower playground.

Special Educational Needs and Disability Funding

Funding for children with S.E.N.D. comes from two sources;

1. Money delegated for Education Health and Care Plans (EHC).
2. The additional SEND budget which is specifically for children who require extra support.

Funding will be used for targeted support and resources.

Non-teaching assistant hours have been allocated to support children on the Special Needs Register and with other targeted children.

Assessment and Record Keeping

To give specific help to children who have Special Educational Needs, there is a continuum of Special Educational Needs support and where necessary, brings specialist expertise to bear on the difficulties that a child may be experiencing.

The new approach embodies certain principles to which the school has regard and is designed to ensure support is focused on individual need and personal outcomes rather than classifications;

- Provision for a child with SEND should match the nature of his/her needs – a provision map.
- Careful recording of a child's SEND, the action taken and the outcome.
- Consideration given to feelings of the child
- Close consultation with the child's parents/guardians

- Outside specialist should be involved

Planning and review sheets will be used regularly for children with SEND.

Teachers will plan differentiated tasks and record on IEPs (Individual Education Plans). Support Assistants will evaluate performance on each activity, supported by the Class teacher. IEPs will be reviewed half termly by support assistants and class teachers. Parents and pupils will be consulted at least once a term or at more frequent intervals if deemed necessary.

Managing pupils needs on the SEND Register

Children with SEND will be integrated as fully as possible into the life of the school. They will take part in class and school activities, such as assemblies, trips, playtimes and clubs. The school aim is to foster a supportive and sympathetic environment, whatever the need of the child concerned.

On most occasions there will be differentiation of work in the classrooms. Children with SEND will be supported within the classroom for the majority of the time and withdrawn for short periods of time when it is considered beneficial for access to intervention programmes. Outside agencies may provide additional support/advice for those children.

Some material may be selected from earlier or later National Curriculum Key Stages, where necessary, to enable individual children to progress and demonstrate achievement.

Evaluation and Success Criteria

Performance indicators may include:

- Phonics and SATs results/testing
- Teacher assessment
- Pupil progress data
- Evidence of targets being met
- Evidence of confident, achieving pupils
- Evidence of parental satisfaction
- Evidence of confident, informed staff

Complaints

The school is in full support of the spirit of the Code of Practice which promotes partnership with parents. However if there is a complaint concerning any issue to do with SEND the following procedure should be followed:

Initially the Headteacher/SENDCO should be contacted and the complaint discussed. The Headteacher will make available information about the following:

- The LA complaints procedures
- The Code of Practice appeals procedure entitled 'SEND Tribunal'

REVIEW TIMESCALE

The policy will be reviewed every three years.

Date: May 2021
Review Date: May 2024