Community Academies Trust

Primary School Policy

Special Educational Needs and Disabilities Policy

This policy was drafted by EPS May. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

Date adopted by Governors:	**April 2016**
Date for policy review:	**April 2017**
Person responsible for review:	**Executive Headteacher**
Signed by Chair of Governors	**April 2016**

1 Introduction

We believe that 'children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them'.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition of one of the above or would do so if special educational provision was not made for them

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- for children under two, educational provision of any kind. (Education Act 1996)

When organising additional support it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with Special Educational Needs within the classroom.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

2 Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled.

3 Aims and Objectives

We aim:

- To identify pupils with special educational needs as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice in order to improve this policy.

4 Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs Co-ordinator;
- delegated powers and responsibilities to the Head of School/Executive Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Executive Headteacher and the SENDCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Executive Headteacher and Head of School

The Executive Headteacher/Head of School will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENDCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when special educational needs provision has been made for their child;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

- annually report to the Governing Body on the success and development of this policy

Role of the Special Needs Co-ordinator (SENDCO)

The SENDCO will:
- work with the Head of School/Executive Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- organise and manage the team of LSAs;
- prepare and keep up to date Individual Action Plans;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- annually report to the Governing Body on the success and development of special educational needs

Role of the Nominated Governor

The Nominated Governor will:
- work closely with the Head of Schooll/Executive Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Class Teachers

Class teachers must:
- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- deliver the individual programme for each special educational needs pupil as set out in their Individual Action Plans;
- develop Individual Action Plans for special educational needs pupils by working closely with the SENDCO and support staff;
- comply with all aspects of this policy
- undertake appropriate training;

Role and Rights of Parents

We encourage parents:
- to work closely with the school in order to develop a partnership that will support special educational needs pupils.(see Partnerships)
- to take part in the review of Individual Action Plans;
- to attend annual reviews

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- devising their Individual Action Plan;
- setting learning targets;
- the annual review

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

5 Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

6 Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs

7 Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

8 Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or LSAs

9 Identification, Assessment and Level of Intervention

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENDCO after full consultation with parents at an Individual Action Plan review. External support services may advise on targets for a new Action Plan and provide specialist inputs to the support process.

Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

9.1 Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and
- educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the Head of School at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENDCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10 Partnerships

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

11 Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

12 In-Service Training

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

13 Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and termly newsletters
- reports such as annual report to parents and Executive Headteacher reports to the Governing Body
- information displays in school

14 Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

15 Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

16 Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

17 Evaluation and Review

The effectiveness of the SEN provision provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the Special Educational Needs policy document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review. (See Policy Evaluation)

Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.