

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

- Nominated SENDCo – Mrs. J. Wood
- The nominated SENDCo is a part of the Senior Leadership Team
- Contact detail: 01782 234450

Following discussion on the part of the staff at the school and representatives of the governing body, these are the agreed principles underpinning the school's SEND policy. This policy is reflective of the SEND Code of Practice 0-25 guidance (updated 2015).

AIMS

- To ensure that all children with SEND are identified, effectively assessed and get the level of individual support they need, as early as possible in their school lives.
- To create an environment that meets the SEND needs of each child.
- To identify the specific roles and responsibilities of staff working with children who have SEND
- Work with all relevant outside agencies to ensure the best outcomes for the children with SEND
- To have a positive relationship with parents of children with SEND.

OBJECTIVES

- To ensure all children have full access to a broad and engaging education, enabling them to make at least good progress in line with their individual needs.
- To develop all children's potential - intellectually, emotionally, physically and socially – including ensuring that all mental health needs are met.
- To enable smooth transitions between year groups and from PVI and home settings, to meet the children's needs and development.
- To provide support, training and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

- Concerns are raised by parents, carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicates a lack of expected progress
- Pupil observation indicates that they have additional needs in one of the four areas below:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory/Physical
- A pupil asks for help

(Also see Inclusion Policy)

GRADUATED APPROACH TO SEND SUPPORT

- All pupils will be provided with high quality teaching (Quality First Teaching) that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- If there are concerns raised regarding a child’s progress, an individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. (Assess)
- Additional action/support to increase the rate of progress will be then identified. (Plan)
- If, after additional action/support has been given (Do), a review indicates that *further* support will be required, parents will be informed that the school considers their child may require **SEND support** and their partnership will be sought in order to improve attainments. (Review)
- SEND support will be recorded on a plan that will identify a clear set of measurable, expected outcomes. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an Assessment of Education, Health and Care needs. This may result in an Education, Health and Care (EHC) plan being provided.

MANAGING PUPILS’ NEEDS ON THE SEND REGISTER

- All children placed on the school’s SEND register will have their educational progress and/or their social development monitored and reviewed on a regular basis.
- Class teachers will signal their concerns to the SENDCo and provide evidence to back up their concerns (examples of work, LA triggers and observations).
- All children on the SEND register will have a Pupil Passport. The targets on the Passport will be agreed with parents. The targets should be manageable for all school staff to implement. The Passport will provide an assessment tool to monitor the children’s progress.
- Passports will usually be reviewed three times a year. For children with an EHCP, who are over 5 years of age, an annual statutory review will also take place in collaboration with the LA and in consultation with parents. Statutory reviews for children under 5 years of age will be bi-annual.

TRAINING AND RESOURCES

Most of the allocation of resources is used to provide school staff and is in accordance with value for money principles. Statements continue to be supported within the school’s resources in addition to extra support funded by the LA. Reasonable adjustments are accommodated within the provision and allocation of resources. In-service training for teachers, teaching assistants, LSAs and Governors is fully incorporated into the School Improvement Plan. The SENDCo will distribute information on relevant courses, lead staff meetings on SEND issues, and keep staff updated with relevant issues, policies and practices.

ADMISSIONS

The school’s admission policy is described in detail in our School Prospectus. We closely follow the City Council’s recommendation to admit all children within the school’s catchment area.

ACCESS TO THE SCHOOL BUILDING AND FACILITIES

The school is able to cater for a range of pupils with special educational needs, including those with physical disabilities who can benefit from access to the mainstream curriculum. The main school building is on one level and is equipped with ramps and wide doors to give easy access. The school also has toilet facilities to accommodate children with physical disabilities.

ROLES AND RESPONSIBILITIES

SENDCo

The SENDCo has NASENCO accreditation. The role of the SENDCo is responsible for the day to day co-ordination of SEND provision in the school within the framework created by the SEND Code of Practice, the City of Stoke-on-Trent's SEND policy, the school's own policy document and the action plan arising from it.

The role includes:

- Helping colleagues to identify pupils with SEND.
- Advising on appropriate support and resources.
- Liaising with representatives of LA support services.
- Seeking appropriate advice regarding the individual needs of any sight or hearing impaired or physically disabled children attending school with regard to classroom layout, equipment or signs, so as to ensure that every child can access the school and the curriculum.
- Leading discussions on matters of policy and practice in respect of SEND.
- Administrative duties linked to the Code of Practice stages of intervention and the maintenance of the school's SEND register.
- Managing the financial resources identified for SEND.
- Managing and deploying LSAs and support staff working with pupils at SEN Support or pupils with an Education, Health and Care Plan.
- Ensuring that a personal fire/evacuation plan is prepared for each individual sight or hearing impaired or physically disabled child on the school roll.
- Working with parents whose child may have SEND.
- Prepare an SEND information report to be shared with parents and on the school website.

LEADERSHIP

The Leadership Team will ensure:

- SEND issues are fully incorporated into the School Development Plan.

STORING AND MANAGING INFORMATION

Provision for pupils with SEND are recorded accurately and kept up to date. The school will readily share information with parents.

DEALING WITH COMPLAINTS

If you wish to discuss your child's educational needs or you have concerns, contact the class teacher, the SENDCo, the Head Teacher, or the Chair of Governors.

This Policy will be reviewed annually.

Reviewed April 2021 JCW