

# **WEST DEAN C OF E PRIMARY SCHOOL POLICY**

## **SPECIAL EDUCATION NEEDS & DISABILITY (SEND) POLICY**

<b>Policy Review Information</b>	
<b>Policy Reviewed on</b>	<b>June 29<sup>th</sup> 2021</b>
<b>Ratified by Governors on</b>	<b>July 19<sup>th</sup> 2021</b>
<b>Review Cycle</b>	<b>3 Years</b>
<b>Next policy review date</b>	<b>July 2024</b>
<b>To be reviewed by</b>	<b>SEND Teacher/Headteacher</b>

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## **West Dean C of E Primary School Special Education Needs (SEND) Policy**

*To be read in conjunction with: West Dean CE Primary School's SEND Information Report*

We aim to:

'Ensure all our children can access the broad and balanced curriculum, to secure the skills and knowledge which can be built on to prepare them for a full adult life'

The aims of this policy are:

- for our children to feel confident, motivated and engaged with their learning and aware of their learning journey. To engender and maintain a positive attitude to learning.
- 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;
- 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;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

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 focussing on a mastery approach. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Action may need to be taken 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. Such children may need additional or different help from that given to other children of the same age.

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.

### **Educational inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- 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.
- using a mastery approach to ensure all new learning is underpinned by secure understanding at all levels.
- By explicitly teaching learning techniques, strategies and metacognition.

## Special educational needs

Children with special educational needs have learning difficulties (or differences) that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

Gifted or talented children may also require additional provision.

Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a barrier to their learning, we use a range of strategies that make full use of all available classroom and school resources. This is part of our **Quality First Teaching**. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

If ordinary classroom practice and support within this does not result in good progress, children may receive additional Booster Support, which parents will be notified about. This may take place in or out of the classroom and will involve the SENCO planning a sequence of support and intervention. This is usually for a short period of time.

Should a child require further support to ensure they make progress, then support will be formalised with parental input. Teachers and the SENCO will record the strategies used to support the child within an Individual Learning Plan (ILP). The ILP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least twice a year.

If the ILP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new ILP. The new strategies within the ILP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment for an Educational Health Care Plan (EHCP) will be made to the LEA. A range of written evidence about the child will support the request. This evidence is organised and collected by the SENCO with the support of class teachers.

**In our school the SENCO:**

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies, in liaison with the Headteacher;
- monitors and evaluates the special educational needs provision and reports to the governing body, in liaison with the Headteacher and Governor with SEN responsibility;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.
- Meets on a termly basis with the Headteacher and SEND Governor to review practice and enable effective reporting to the Governing Body. Informal update meetings take place regularly, and the Headteacher is involved with all of the above where this is deemed necessary.

**The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

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. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an Educational Health Care Plan (EHCP) for special educational needs are aware of the nature of the EHCP.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

**Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher decides how to use funds directly related to EHCPs in liaison with the SENCO, staff and governors.

**Assessment**

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.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

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.

The LEA seeks a range of advice before making a Formal Health Education and Social Care Plan. The needs of the child and family are considered to be paramount in this.

### **Access to the curriculum**

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.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately. We are increasingly using a mastery approach to ensure that the children don't feel stigmatised and that we do not place a ceiling on their learning. We use assessment to inform the next stage of learning.

Individual Learning Plans, which employ a small-steps approach, feature in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. We use technology and concrete resources to support access to the curriculum.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

We ensure that the content of learning appeals to the individual child. They use the same skills, but with a personalised curriculum for engagement.

### **Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

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.

## **Pupil participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work from the Foundation Stage to Year 6 recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their ILPs and in termly ILP review meetings with their teachers. Children are encouraged to make judgements about their own performance against their ILP targets. We recognise success here as we do in any other aspect of school life.

## **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school, via the termly meetings with the Headteacher and SEND Governor.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children.

The governing body reviews this policy every three years and considers any amendments in the light of the annual review findings. The Headteacher and SEND Governor report the outcomes of the review to the full governing body.