

SPECIAL EDUCATIONAL NEEDS POLICY

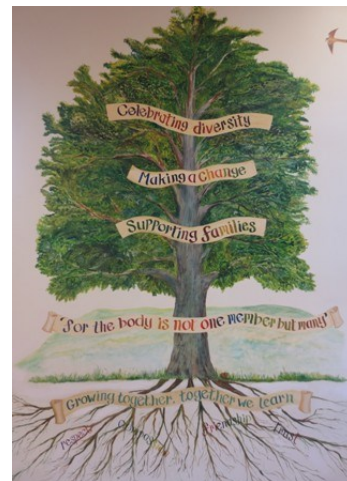
All of Shillingstone CE Primary School's policies should be read in conjunction with the Child Protection Policy (including Safeguarding policy) and Procedures.

MISSION STATEMENT

For the body is not one member but many. Corinthians 12: 12-14

Growing Together. Together we learn.

Our vision reminds us that the body of Christ, or the people that are the whole of humanity, are a team. The body is not supported by one person, but by all of us. We are one; we are strongest working together in unity. As we all work together we demonstrate our Christian values of respect, compassion, friendship and trust. Our ambition is to: Celebrate diversity, Make a change, and Support families.



This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 to 25 (July 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools (DfE May 2014);
- SEND Code of Practice 0 to 25 (July 2014).

SPECIAL NEEDS STATEMENT

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”

They have a learning difficulty if they:

- find it more difficult to learn than the majority of children of their own age;
- have a disability which stops them from making full use of the educational facilities provided for the children of the same age in school.

AIMS

We believe in providing every possible opportunity to develop the full potential of all children. Our aim is that all children with special educational needs take part in activities compatible with the efficient education of other children and the efficient use of resources. All have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work closely with parents / carers who play an active and valued role in their child's education.

OBJECTIVES

- To identify and monitor children's individual needs as early as possible;
- To provide quality first teaching of a high standard;

- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that actions agreed on the (ISP) Individual Support Plan are specific, achievable, realistic and time related to improve outcomes for our children.
- To involve children in deciding upon the actions to be taken to improve their outcomes for life;
- To work closely with parents/carers;
- To raise children's self-esteem and acknowledge their progress;
- To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them.

IDENTIFICATION, ASSESSMENT AND REVIEW

The school follows the guidance contained in the Special Educational Needs and Disability Code of Practice: 0-25 years June 2014/15.

The Code suggests an Assess, Plan, Do and Review system to address SEND in order to improve outcomes. It recognises four broad areas of need:

- Communication and Interaction

Children with speech language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty understanding others or saying what they want.

Children with ASC (autistic syndrome condition), including Asperger's syndrome and Autism, may have difficulty with language, communication and imagination which can impact on how they relate to others.

- Cognition and Learning

Covers a wide range of need, including moderate learning difficulties (MLD), severe learning difficulties (SLD) to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulty as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affects one or more aspects of learning. This includes conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties

This area may include children becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, self-harm and physical symptoms.

- Sensory and/or physical

Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons.

Where possible we will try to meet every child's needs within the classroom by ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we determine that a child is not making satisfactory progress, the class teacher will consult the SENDCo. They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help

over and above that which is normally available within the class or school, we will help the child through an Individual Support Plan.

A child may be monitored if (s)he:

- Makes little or no progress even when teaching approaches are targeted to his/her needs;
- Shows signs of difficulty with literacy or numeracy skills;
- Shows persistent signs of social, emotional or mental health difficulties;
- Has physical or sensory problems and despite specialist equipment makes little or no progress;
- Has communication and/or interaction difficulties.

The child will be provided with targeted interventions to help support their need, which is recorded by the school on the monitoring register. Staff will discuss with the parent/carer and the child about the support being provided.

If a child continues to make little or no progress, or is working significantly below the national expectation, we will move to an Individual Support Plan and SEND register.

Individual Support Plan

An Individual Support Plan will provide information on:

- What is currently going well;
- Gather assessments from all those involved with the child;
- Obtain the views of the parents/carers and the child.
- Plan actions to be taken;
- Decide who will carry out the actions;
- Set a date for review;
- Look at what progress has been made.

All individual support plans will have a date set for review. This should be at least three times per year. Meetings may be requested by parents/carers and the SENDCo lead. However, time will be given at Parents' Evenings to update parents on progress of identified actions on the Individual Support Plan.

If the child still continues to make little or no progress in the areas targeted, we will discuss with the parents and child the need to approach the LA to request an Education, Health and Care needs assessment. This may or may not result in the LA issuing an Education, Health Care Plan. These Education Health Care Plans are reviewed annually with the parents, child, outside services, SENDCo and class teacher.

Education, Health Care Plan

An Education, Health Care Plan (EHCP) is issued by the Local Authority. Children with an EHC Plan have an annual review, with all agencies and the child involved in the review process. This follows a child centred approach.

Supporting Children with medical conditions.

We will work within the statutory guidance, supporting students at school with Medical conditions. (DfE April 2014)

We will comply with duties specified under the Equalities act 2010.

We know that provision relating to disability must be treated favourably and that we will make reasonable adjustments in order to accommodate children who have disability or have medical conditions. The site is a modern site and accessible with no steps.

ROLE OF TEACHING STAFF

The needs of the majority of children will be met in the classroom. For some children it will be necessary for them to spend time in small group work or involved in timed activities related to the needs identified on the provision map or on their support plan. This will be delivered by the teacher or teaching assistant and will complement classroom work. The SENCO may be involved in this provision.

ROLE OF THE TEACHING ASSISTANT

The school employs six teaching assistants. A trained ELSA (Emotional Literacy Support Assistant) and two trained in Youth Mental Health First Aid. All TAs support in the classrooms and support with small group interventions and 1:1 work. The ELSA trained TA has a clearly planned timetable for focus children too.

ROLE OF THE SENDCo

The SENDCo is Mrs Jayne Cottingham, who is responsible for co-ordinating the provision of SEN. This will involve:

- Day to day operation of the SEND policy;
- Giving advice to staff and initiating meetings with staff, parents/carers and child, where appropriate, to Assess, Plan, Do and Review outcomes on the Support Plan;
- Working with staff to assess children's needs;
- Maintaining specific resources for SEND;
- Liaising with outside agencies;
- Contributing to the in-service training of staff;
- Liaising with the named governor for SEND.

ADMISSIONS POLICY

The school uses the Local Authority arrangements for school admissions. The agreement is mindful of national requirements supporting all children including those who have a disability, in a fair and non- discriminatory way, when securing admission to school.

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met within the limitations of the existing building. If a child is transferring into the school with an EHC Plan, the continuation of any previous support will be negotiated with the LA.

Where adaptations are required to support, physical or medical needs, we will liaise with the Local Authority Education Service, Health service and parents/ carers to ensure that appropriate arrangements are made to meet individual medical conditions.

The school has an Accessibility plan that is monitored. We are mindful of the duties under the Equality act 2010 as amended in Sept 2012 to provide auxiliary aids and services where appropriate as detailed in The Equalities Act 2010 and schools (May 2014). We comply with the requirements to support children with disabilities defined by the act.

MONITORING AND EVALUATION

This policy will be evaluated against the stated objectives stated and measured by:

- Teachers' planning reflecting the learning objectives for children with special educational needs;
- Parents and children are fully involved in the Individual Support Plan (ISP) to improve outcomes for the child;
- Children being aware of the short-term targets on their Individual Support Plans and their success as they are achieved.
- Children's attainment or progress, as measured by objective testing and teacher's professional judgement, being raised and sustained;
- Regular monitoring of the procedures and practice by the SEN governor;
- Monitored by the SAST Director of Inclusion each year a SEND review will take place.
- The School Development Plan;
- Value for money review of SEND funding;
- Any external evaluation or inspection.

INSERVICE TRAINING

This will involve all staff in order to help them work effectively with children who have special educational needs and will be linked where appropriate to the School Development Plan. Staff who attend courses will feedback to staff meetings when this is appropriate.

REMOVAL FROM SEND REGISTER

A child will be removed from the SEN register if it is deemed that they have made sufficient progress and are able to access the curriculum successfully. All students will be monitored and tracked. Parents would be consulted before any removal from the register.

ROLE OF THE GOVERNORS

The governing body must:

- Nominate a governor with responsibility for Special Educational Needs;
- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the head teacher or appropriate governor- has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach him/her;
- Ensure that teachers are aware of the importance of identifying and providing for children with special educational needs;
- Ensure that a child with special educational needs joins in the activities of the school, so far as is reasonably practical, compatible with their needs, the efficient education of the other children and the efficient use of resources;
- Have regard to the Special Educational Needs and Disability Code of Practice; 0-25 years (2014) when carrying out its duties toward all children with special educational needs. (SEN);

- Publish on the school website information about the implementation of provision for SEND children.

The governors play an important role by making sure that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including funding, equipment and staffing;
- SEND provision is a part of the School Development Plan;
- The quality of SEND provision is continually monitored.

RESPONSIBILITIES OF PARENTS / CARERS

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are involved in the identification, assessment and decision-making process in the school. Their contribution is valued highly by the staff. They are encouraged to involve their child in the decision-making processes, recording the child's views and discussing actions on the Support Plan. The school will also update parents/carers with relevant information.

PARENTAL CONCERNS

If parents/carers have a complaint concerning provision for their child, they should initially attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the head teacher, who may consult the SENDCo. Should the matter still be unresolved, the parents/carers should contact the special needs governor. If the complaint remains unresolved the chair of governors should be involved, and finally the complaint may be taken to the LA. Where agreement cannot be obtained parents can seek support from Parent Partnership Services or Wessex Mediation. (See Appendix 1)

TRANSFER OF CHILDREN

Links are maintained to ensure a smooth transfer on entry through liaison with pre-school groups. Pre-school children are invited on induction visits in the term before they start school. If necessary, the school liaises with other services at this stage.

If a child moves schools, before the normal transition age, full records are sent to the receiving school, and any further request for information or advice responded to as a matter of priority.

Close links are maintained with our secondary school to ensure smooth transition. This is achieved through:

- All children with an Education, Health Care Plan being reviewed at the end of year 5/beginning of year 6, to ensure suitable provision;
- Visits to the secondary school and where necessary Year 6 children being able to visit schools with any additional support that may be required.
- SENDCo/ Year 7 tutors visiting our school in the summer term, prior to transfer to meet the children individually and to liaise with staff.
- All records being passed on to the receiving school.

Reviewed: January 2023

Next review date: Spring 2024

APPENDIX 1.

Parent Partnership Service

dpcc@dorsetparentcarecouncil.co.uk

Council for Disabled children

<http://www.councilfordisabled children.org.uk>