

# Special Educational Needs and Disabilities Policy

January 2017

Source	Laura Cockhill
Ratified by Governors	February 2017
Signed - Headteacher	February 2017
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Next Review Date	March 2020

# **Beckley C of E Primary School**

## **Special Educational Needs and Disabilities (SEND) Policy**

### **Introduction**

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010, you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are four primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical development.

In this policy, we detail how we aim to make provision for all such children at Beckley.

### **Aims and Objectives**

The Governors and staff at Beckley recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to:

- work in partnership with children and their families at every stage of the SEND process;
- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make effective use of support services;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- promote positive attitudes and individual confidence, ensuring all children experience success;
- enable all children to have full access to all elements of the school curriculum.

## **Educational Inclusion**

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.

## **Roles and Responsibilities**

The teaching staff are responsible for meeting SEND in their own class and liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEN issues. At Beckley, the SENDCo is Laura Cockhill.

Teachers and teaching assistants respond to children's needs by:

- providing support for children who need help with communication and language;
- 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 during periods of stress;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources of activities to help meet specific objectives.

The SENDCo:

- manages the day-to-day operation of the policy and co-ordinates the provision for children's special needs;
- supports and advises teachers and teaching assistants;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by external agencies and the Local Authority;
- acts as the link between external agencies;
- can act as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;

- monitors and evaluates the progress of pupils with SEND and reports to the Governing Body;
- monitors and evaluates the SEND provision;
- manages a range of resources, human and material, linked to children with SEND.

The Headteacher and Governing Body:

- determine the school's general policy and resources allocation;
- does its best to secure the necessary provision for any pupil identified as having SEND, working within available resources;
- ensure that all teachers are aware of the importance of providing for children with SEND;

An appointed representative from the Governing Body is actively involved in self-review of the provision for children with SEND, with the Headteacher and SENDCo.

### **Managing Provision**

The Headteacher is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with Education Health and Care Plans. The Headteacher and SENDCo agree with staff how to use funds directly related to needs.

Provision for SEND is an integral part of the school monitoring system. It can be an item on any weekly staff meeting agenda, but also has regular meetings and INSET days when it is highlighted for discussion. The SENDCo meets regularly with teachers to review progress and give advice, and monitors the placement of teaching assistant support throughout the school. There is daily contact between all staff to monitor individual pupils and to discuss concerns.

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the Continuing Professional Development (CPD) process in school.

### **Assessment**

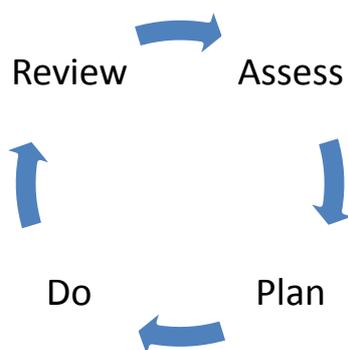
Early identification of SEND is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempts to enlist their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class

teacher and SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

## The SEND process

The SEND process:

- encourages the participation of pupils and their families;
- integrates the work of education, health and care providers;
- follows a cyclical, graduated approach



The school uses the following graduated approach to respond to children's SEND:

### 1. Placing children on our 'Initial Concerns' list.

Where a pupil's attainment or progress is cause for concern, teachers will share their concern with the child's parents and the SENDCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support. Their progress will be closely monitored.

### 2. Placing children on the school's SEND register.

If, despite receiving quality differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English and mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment;
- has communication or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

There is a discussion with relevant staff, parents/carers and the children as appropriate. If it is decided that additional provision is required, specific learning programmes, in addition to those usually on offer in the classroom, are drawn up. The provision is recorded on a Pupil Profile for the child and the child's progress is carefully monitored.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's pupil profile. The targets set may require specialist assessment arrangements to measure the child's progress. So, outside specialists, for example educational psychologists, may be required for this.

The SENDCo, class teacher and external specialists will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved with teaching the child directly. The delivery of the interventions recorded in the Pupil Profile continues to be the responsibility of the class teacher.

### **3. Application for an Education, Health and Care (EHC) plan**

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies, the decision may be taken to request an EHC plan. This process will involve presenting detailed records of our provision and its impact to the Local Authority for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

#### **Partnership with parents**

Our *SEND information report* can be found on the school website [www.beckleyschool.com](http://www.beckleyschool.com). At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings to share progress with children and their parents/carers. 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.

#### **Complaints procedures**

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the

Headteacher and/or SENDCo, to discuss the concern. If they wish to take the matter further, they should request an appointment with the SENDCo and/or Headteacher directly. If the matter is still not resolved, parents can make an informal complaint, in writing, to the Chair of Governors. Parents can also complain to the Local Authority if matters cannot be dealt with at school level.

The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare. They offer free impartial advice in confidence. They can be contacted on 01865 810516 or by email at [www.oxfordshire.gov.uk/parentpartnership](http://www.oxfordshire.gov.uk/parentpartnership).

### **Review**

The implementation of this policy will be monitored by the SENDCo and SEND Governor and will be updated in line with new initiatives. This policy will be reviewed in February 2020.

SENDCo: Laura Cockhill

SEND Governor: Vanessa Anderson