



## **HIGHLEY COMMUNITY PRIMARY SCHOOL**

### **Special Educational Needs Policy**

**Review Date: May 2018**

The school provides a broad and balanced curriculum for all children. Some children have barriers to learning that mean they have special needs and require particular action by the school. Such children may require additional or different provision to enable them to access the curriculum. Our policy is based on guidance provided in the **SEND code of practice: 0 to 25 years 2014 and updated in 2015.**

Special educational provision is provided if children:

- (a) have a significantly greater need to extend or support their learning than the majority of children of the same age; or
- (b) have a disability which either 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;
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for them.'

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.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## Aims

The aims of this policy are:

- 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 including extra curricular activities
- 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.
- to work in all five of the key outcome areas of the Every Child Matters agenda to enable children and young people with special educational needs to:

1. be healthy
2. stay safe
3. enjoy and achieve
4. make a positive contribution
5. achieve economic well-being.

## Objectives

The objectives of the policy are:

- To identify and monitor pupil's individual needs at the earliest possible stage so their attainment is raised.
- To plan an effective curriculum to meet the needs of pupils with special educational needs and ensure that the targets set on Individual Educational Plans are specific, measurable, achievable, realistic and time related.
- To work in close partnership with parents of pupils who have special educational needs.

- To involve pupils in the identification and review of the targets through child friendly Personal Plans.
- To raise the self- esteem of pupils having special educational needs by acknowledging the progress they have made.
- To ensure that all who are involved with pupils are aware of the procedures for identifying, supporting and teaching them.

### **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. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

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

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The governors ensure that SEN provision is an integral part of the School Development plan.

The head teacher and the S.E.N.C.O. meet annually to agree on how to use funds directly related to statements.

#### The Role of the S.E.N.C.O.

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- co-ordinates and monitor provision in the Nurture Room;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;

- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- contributes to the professional development of all staff

## **Identification and Assessment and Review Procedure**

The school follows the guidance contained in the Special Educational Needs Code of Practice (2002). This recommends a graduated approach.

The code does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements fall into four broad areas. These are:

- Communication and Interaction.
- Cognitive and Learning.
- Behavioural, emotional and social development.
- Sensory and/or physical.

Where possible we will try to meet every child's needs within the classroom through 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/or the parents determine that a child is not making satisfactory progress; the class teacher will consult the S.E.N.C.O. and 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.

If a child requires additional help/support /input from an outside agency for example speech therapy, Learning Support Advisory Teacher, occupational therapy, the child will receive support at Early Years Support or SEN Support. Parent consent will be sought before any outside agencies are consulted. Any reports, advice or strategies suggested by an outside agency will be incorporated into the child's Personal Plan and discussed with parents. Discussions with parents/class teacher/SENCO take place on a termly basis. The child will be identified at this point as SEN Support.

Where despite all reasonable endeavours a child still makes little or no progress in the areas targeted, we will discuss with the parents/outside agencies involved the need for us to approach the LEA for a statutory assessment. This may or may not result in the LEA issuing a Statement / Educational, Health Care Plan. Where a child has a Statement/Educational /Health Care Plan of special educational need we will carry out an annual review which parents, outside agencies, SENCO and where possible, the class teacher is invited to attend. The child will also be asked to put forward their views as far as possible

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

### **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. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. 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.

### **Monitoring and review**

The SENCO monitors the movement of children within the SEN system in school. Progress of individuals is discussed with class teachers/assessment co-ordinator/teaching assistants and Headteacher. Overall findings/ trends /SEN priorities or training requirements are discussed with the Headteacher and senior management team and incorporated into school development.

**Signed:**

**(Governor)**

**Date: May 2018**

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