Policy Title: Special Educational Needs and Disabilities

**Definition of Special Educational Needs and Disabilities (SEND)**

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

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

*Special educational provision means:*

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”

*See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p. 6*

**Aims**

We believe in providing every possible opportunity to develop the full potential of all children. All children will 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 in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

The objectives of our policy are:

- To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made to ensure good progress and raise attainment.
To plan effective intervention and a curriculum that meets the needs of children with special educational needs and ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related.

To involve children and parents/carers in the identification and review of the targets set for the individual child’s Individual Education Plans.

To work in close partnership with parents/carers of children who have special educational needs and disabilities.

To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.

To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Roles and responsibilities

Governors’ role

The governor with special responsibility for SEND is Joyce White

The governing body will:

- 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 the 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 them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs. This is as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources
- Have regard to the Special Educational Needs Code of Practice (2001) when carrying out its duties toward all children with special educational needs
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
Reviewed 18/9/13

- Have a written SEND policy containing the information as set out in the Education(Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice)
- Report to parents/carers on the implementation of the school’s policy for children with special educational needs on the school website and in the school’s prospectus including the name of the person responsible for coordinating SEND provision in the school.

The governors play an important role in ensuring 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 how funding, equipment and personnel resources are deployed. SEND provision is an integral part of the School Improvement Plan and the school’s self-evaluation process.
- The quality of SEND provision is continually monitored.
- The school takes all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school.
- The school has a three year plan to increase access for disabled children to the curriculum, the physical environment and to written information
- No disabled child is treated less favourably than another child (see Equality Policy).

The SENCO

Currently the SENCO is Mark Rackham who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEND policy
- Providing advice to staff supporting, liaising with them and where necessary helping to complete Individual Education Plans.
- Working alongside staff to assist them in identifying, assessing and planning for children’s needs and ensuring that children make progress.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated responsible person.
- Co-ordinating the range of support available to children with special educational needs.
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.
Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The Provision Map (appendix 1) details the various programmes and arrangements that we operate to meet identified needs. The SENCO and Governor/s will normally oversee this provision to ensure it meets the objectives of this policy.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be fully inclusive. All children will be treated according to their need and in line with the Equality Policy. No child will be denied admission because of their physical ability or academic attainment. Where a child has a specific need (e.g. wheelchair access) the governors will take reasonable adjustments to make sure their needs are fully met. If a child transfers to the school with a statement or has been receiving extra support from LA centrally funded resources in their previous school the continuation of this support will be negotiated with the appropriate officer at the LA.

Any variation to the above will need to be agreed by the full governing body.

Specialist facilities and resources

There are no specialist facilities or special units in the school.

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

Identification and assessment arrangements and review procedures

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 need, but recognises that children’s needs and requirements may fall within or across four broad areas:

- Communication and interaction
Where possible we will try to meet every child’s needs within the classroom through planning and teaching that meet the needs of the majority of children in our school. However, where, through careful identification and assessment we or the parents determine that a child is making inadequate progress the class teacher will consult the Senco and we will jointly review our provision. If we conclude that a child needs help over and above that which is normally available within the class we will help the child through School Action.

School Action

Preshute uses criteria in the Wiltshire Indicators and provision Document (WIPD) to determine whether a child has an identified SEND and then whether a child is at School Action, School Action Plus or needs a statutory assessment which may lead to a statement.

Following a review of the pupil’s progress it may be necessary to make provision that is additional to or different from that which is already provided. It may be that the child:

1. Makes little or no progress even when teaching is targeted to their particular need
2. Shows signs of difficulty developing numeracy or literacy skills.
3. Shows persistent signs of emotional or behavioural difficulty which are not addressed through the application of the usual behaviour policy.
4. Has physical or sensory problems and despite specialist equipment being provided makes little or no progress.
5. Has communication or interaction difficulties which lead them to make little or no progress

We will seek additional information from the parents/carers and in some cases, outside agencies who may be involved with the child. When we have all the available information we will consider, with the parents and the child, the strategy for action. This may involve engaging the child in a programme of intervention as part of our provision map. Any provision made and the progress made by the child will be discussed with parents at parent’s evenings or meetings after school.

Where, despite all our efforts the child continues to make inadequate progress or is working at National Curriculum levels significantly below that of his/her peers we will move the child to school action plus.
School Action Plus

This is similar to school action but will involve us in contacting external support services provided by the LA and/or other external agencies such as the Health Authority. We will seek advice on targets, strategies or more specialist assessments that can help our planning. An Individual Education Plan will be written to reflect these new targets after consultation with these agencies, parents/carers, the child, the SENCO and the class teacher. We will ensure parental consent is sought before any outside agencies are involved.

An individual education plan will include:

- The child’s strengths and weaknesses
- The date it is written
- The names of staff and outside agencies involved with the targets
- Short term targets
- The teaching strategies
- What provision will be made
- When we will monitor and review the plan
- How we will judge progress
- Any outcome after a review
- The signature and comment from both the parent and child.

All IEPs are reviewed three times a year and discussed with parents.

Where, despite our efforts the child continues to make little or no progress in the areas targeted we will discuss with the parents/carers and the child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing a statement of special educational need. Where a child has a statement of special educational need we will carry out an annual review which parents/carers, the child, outside agencies, SENCO and other staff, as appropriate, will be invited to attend.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated at the beginning of this policy by:

- An analysis of all teachers planning by subject co-ordinators, the Head Teacher/SENCO to ensure that a differentiated approach is taken and that the targets identified on an IEP are reflected in the lesson plans.
- Parents/carers and children will be involved in target setting and are able to record their views.
- Children will be involved in discussing, constructing, reviewing and having their views recorded on the IEP
- IEPs will be monitored by the SENCO to ensure targets are specific, measurable, achievable, realistic and time-bound.
- Ensuring the recommendations from outside agencies are included in the development of IEPs.
- Ensuring the SDP and self evaluation reflect on the provision for SEND and the progress pupils make
- Ensuring the prospectus shows the success of the policy or any changes needed for subsequent years
- Undertaking a value for money review of SEND funding
- Any external evaluation or inspection.

Success Criteria

1. All teachers planning reflects the targets set in pupils IEPS.
2. All teachers planning shows differentiation that will support pupils with SEND.
3. All IEPS are shared with both the children and their parents/carers.
4. 75% pupils with SEND make good progress.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If it cannot be resolved it should be referred to the Head Teacher/SENCO. If it remains unresolved then the parent/carer should contact Joyce White, governor with responsibility for SEND. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint taken to the LA or Secretary of State.

Continuing Professional Development

Through the monitoring and evaluation of our provision the SENCO/Head Teacher will identify professional development needs of the staff. Where appropriate this will be linked to the School Development Plan and Performance Management objectives. Staff who attend courses must feed back through staff meetings. The effectiveness of any training will be monitored and evaluated by the SENCO/Head Teacher.

Links and use of outside agencies

Close links are maintained with the LA support services and other support services. The SENCO is responsible for making the necessary arrangements and ensuring these are discussed with parents/carers. These support services may include the Educational Psychology Service, Specialist SEN services, Ethnic Minority Achievement Services (Swindon), Sensory Services, Traveller Education Services, Primary Behaviour Support Services, Education Welfare Services and Health Services. These services may be involved in designing, delivering and reviewing targets set in IEPs.

The SENCO, or his representative, will regularly attend local multi agency meetings.
Partnerships with parents/carers and pupils

Parents/carers are important partners in creating an effective relationship that will raise pupil’s attainment. Their contribution is highly valued by the school and they are encouraged to be fully involved in the identification, assessment and decision making process. Parents/carers are encouraged to involve the child in this process, including recording children’s views and in the implementation of an IEP. The school will update parents with relevant information.

In this school, we encourage children to participate in their learning and to have a voice through the School Council. We encourage them to take ownership of their targets and to identify how they can improve their progress. For pupils with SEND this means discussing the strategies we will employ with the child. We encourage them to participate in reviewing their own progress and setting new goals. We show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners in the school. The way we encourage them to participate reflects their emerging maturity.

Links with other schools

Links are maintained to ensure a smooth transfer to school on entry through liaison and visits to Early Years Settings and School Start where necessary. Children are invited to induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children who transfer from other schools are supported through their induction to the school by the class teacher, the SENCO and by classroom buddies to ensure they have a smooth transition.

Close links are maintained with St John’s Secondary School to ensure smooth transition between Y6 and Y7. This includes the sharing of information, induction visits, parent evenings and additional visits for vulnerable children. Children who transfer to other secondary schools are subject to similar arrangements with the receiving school.

Date of review

This policy will be reviewed annually and reported in the school prospectus

Agreed at the governing body meeting on

Date

Signed