



# **SPECIAL EDUCATION NEEDS & DISABILITY POLICY**

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# **SOUTHROP C OF E PRIMARY SCHOOL**

## **SPECIAL EDUCATION NEEDS & DISABILITY POLICY**

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### **1.0 Introduction**

- 1.1 This policy is written to be in line with the revised Special education needs & disability Code of Practice.
- 1.2 This school provides a broad, rich and deep curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set appropriate and ambitious 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 in order for full participation. Some children may need Catch Up work post Covid. 19, and some may require emotional well being interventions.
- 1.3 These requirements are likely to arise 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 help or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs & disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs & disabilities takes account of the type and extent of the difficulty experienced by the child. The Graduated Pathway will be followed and adhered to at all times.
- 1.5 The Equalities 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 Equalities Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

### **2.0 Aims and objectives**

- 2.1 The aims and objectives of this policy are:
  - To create an environment that meets the special educational needs & disability of each child;
  - To ensure that the special educational needs & disability 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 & disability;  
To enable all children to have full access to all elements of the school curriculum;  
To ensure that parents or carers are able to play their part in supporting their child's education;  
To ensure that our children, parents and carers have a voice in this process.  
To ensure high quality and aspirational teaching.

### **3.0 Educational inclusion**

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations and aspirations for 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, aspirational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 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 their senses and of varied 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.
- Ongoing-, live assessments
- Encouraging Resilience.

### **4.0 Special educational needs**

4.1 Children with special educational needs have learning difficulties 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 other children of the same age.

4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter 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. On entry at whichever point within the school, each child will have a One Page Profile identifying how they like to learn.

- 4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School support. 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 or carers informed and draw upon them for additional information. The Special Educational Needs & Disability Coordinator (SENDCO), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs.
- 4.4 Staff operate the 2014 Code of Practice 'Graduated Pathway' of support which offers increasing amounts of support according to assessed need. Pupils and their parents or carers are always at the very centre of everything, their contribution actively sought and their voice heard.
- 4.5 In our school, the Graduated Pathway starts with 'Catch-up' and progresses through One Page Profile, My Plan, My Plan Plus and ultimately, if necessary, on to an application for Statutory Assessment of need for an Education, Health and Social Care Plan (EHCP). Please see our Local Offer, also on the website, for details of this pathway.
- 4.6 Additional support that is different from that provided in the classroom by differentiated work, can take the form of 1:1 or paired sessions using well-researched interventions. These sessions are usually delivered by the SENDCO. The effectiveness of these interventions is reviewed in full staff meetings every 6 weeks and the nature or frequency of the intervention changed if necessary.
- 4.7 Sometimes additional support is provided by external services for example a Speech and Language Therapist, Occupational Therapist, Advisory Teacher, CAMHS or the Educational Psychologist.
- 4.8 In our school, the SENDCO:
  - 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 and carers;
  - 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.

## **5.0 The role of the governing body**

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs & disability. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs & disability. The governing body ensures that parents or carers are also consulted of any decision by the school, that SEND provision is to be made for their child.
- 5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs & disability. The 'responsible person' in this school is the head teachers. The head teachers ensure that all those who teach a pupil with an EHCP are aware of the nature of the plan.
- 5.4 The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **6.0 Allocation of resources**

- 6.1 The head teachers are 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.
- 6.2 The head teachers inform the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The head teachers and the SENDCO meet regularly to agree on how to use funds directly related to statements. The SENDCO advises the head teachers on resources required when the school is planning for the next School Development Plan.

## **7.0 Assessment**

- 7.1 Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an on-going process.
- 7.3 The SENDCO works closely with parents/carers and teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The LA seeks a range of advice before making a formal assessment of need for an EHCP. The needs of the child are considered to be paramount and central in this.

## **8.0 Access to the curriculum**

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- Understand the relevance and purpose of learning activities;
  - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs & disability. Lessons have clear learning objectives; we adapt work appropriately, and we use assessment to inform the next stage of learning (including ongoing, live assessment). Our children are prepared for a Modern Britain and encouraged to see beyond the demographic of their rural environment.
- 8.3 'My Plans', which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and outcomes, we ensure that children experience success. Work is adapted and scaffolded as appropriate for individuals.
- 8.4 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. 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.

## **9.0 Partnership with parents and carers**

- 9.1 The school works closely with parents and carers in the support of those children with special educational needs & disabilities. We encourage an active partnership through an on-going dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.
- 9.2 The school website contains details of our policy for special educational needs & disability, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs & disability and is always willing to talk to parents and carers.
- 9.3 We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers 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 & disability.

## **10.0 Pupil participation**

- 10.1 In our school, we encourage children to engage and take responsibility, empowering their decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing emotionally and socially as well as educational skills.
- 10.2 Children are involved at an appropriate level in setting targets in their 'My Plans' and in the review meetings. Children are encouraged to make

judgements about their own performance against their 'My Plan' targets. We recognise success here as we do in any other aspect of school life. Our children are aware of who to speak to if they need to-.

## **11.0 Equalities**

11.1 This policy has been written to take into account the needs of all regardless of age, disability, race, religion, belief and gender. In respect of adults this list also includes gender reassignment, marriage & civil partnership, pregnancy, maternity, ~~or~~ paternity and adoption, and sexual orientation.

## **12.0 Monitoring and review**

12.1 The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

12.2 The SENDCO is involved in supporting teachers involved in working through the 'Graduated Pathway' for children. The SENDCO and the head teachers hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs & disability also hold regular meetings.

12.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

Please read this policy in conjunction with other documentation and policies:

Accessibility Policy

Behaviour Policy

CPSHE Policy

Equality Policy

Covid 19 Policy and arrangements

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