



**Special Educational Needs
& Disability (SEND) Policy**

for

**Canon Popham Church of England (VA)
Primary & Nursery School**

**Working Together
We Learn and Grow**

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Vision Statement

Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.

A place where:

- *Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope*
- *Everyone is unique and welcome*
- *We respect and care for everyone and everything around us*
- *High standards are expected and achievements celebrated so that everyone is able to reach their full potential*
- *Self-esteem and confidence are nurtured on a journey of self-discovery*

Everyone Matters!

This policy was reviewed in September 2016 in line with the Code of Practice, Racial and Cultural Diversity and the Disability Code. It will be reviewed annually.

The school aims to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage Curriculum or National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable 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.

These requirements are likely to arise as a consequence of a child having special educational needs or disability. 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 or different help from that given to other children of the same age.

Children may have special educational needs throughout their time at school or at any specific 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.

Aims and Objectives

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;
- 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 when they are able

Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of 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 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.

Teachers respond to children's needs through differentiation,

- providing support for children who need help with communication, language and literacy;
- 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 as well as social and emotional.
- 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.

Special Educational Needs

Children with special educational needs may have 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 children of the same age;
- they are under school age and fall within the definitions above.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join 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.

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. The child's class teacher will offer interventions that are different from or additional to that provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support beyond the differentiation that can be supported at classroom level. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the special needs. When the need for additional action beyond that which is classroom based has been identified, an Education Support Plan will be required and will initially be set by the SENCO and teacher to ensure immediate action and then discussion and negotiation with the parents will take place. It may be necessary at this point to seek additional support through Educational Psychology, Speech and Language Therapists or specialist outreach teams such as Behaviour Support etc. The SENCO or Inclusion team can take the lead on this.

A pupil friendly format is now being used throughout school so that the children themselves have some input about their targets, thus giving them a voice and becoming part of their own learning plan. Pupils have input in developing their 'Passport' to ensure that all staff they come into contact with have the essential information to meet the child's needs.

The Educational Support Plans will show the short-term SMART target/s set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place each term with the child, parents, class teacher, SENCO, and other professionals as appropriate to individual children. The progress made and new targets are set together and then a copy is then sent to parents. Parents are invited to comment and offer their views on the targets set.

In most cases, any child that needs the support from outside agencies will be seen in school by external support services. This may lead to additional or different strategies. External support services will provide information and guidance for the child's new Education Support Plan. The new strategies will, wherever possible, be implemented in the child's normal classroom setting. However, for some children they may need time working one to one with an adult or in a small group outside the classroom at some times in order that a more specialised input be delivered effectively.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment for an Education Health Care Plan (EHCP) will be made to the LA. A range of written evidence about the child will support the request.

In our school the SENCO:

- 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;
- acts as 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, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.
- Develops Educational Support Plans with all key adults.

The 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 and disabilities. 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 and disabilities. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The 'responsible person' in the school is the Headteacher who delegates the responsibility to the SENCO. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Resources

The SENCO is responsible for the operational management of the specified special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support Special Educational Needs has been employed.

Training for staff

The SENCO and members of the Inclusion team attend relevant training. In addition this is cascaded to teaching staff in staff meetings. The SENCO leads staff CPD on a range of levels, from individual advice, modelling and support for a specific member of staff to wider staff training.

Assessment

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 and Inclusion Team 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.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Access to the Curriculum

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.

Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives and expected outcomes. The teachers differentiate work appropriately and use assessment of the learning outcomes to inform the next stage of learning.

Educational Support 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 targets, we ensure that children experience success. All children with special needs have identified tasks to undertake. Children with special needs have an Education Support Plan. This should only record that which is *ADDITIONAL TO* or *DIFFERENT FROM* the differentiated curriculum plan that is part of everyday provision.

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 situation. There are times, though, when to maximise learning, we require the children to work in small groups, or in a one-to-one situation outside the classroom.

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.

The school prospectus contains details of our policy for Special Educational Needs, and the arrangements made for these children in our school. The policy is available on the website. Our Teaching and Learning Governors are responsible for monitoring the progress of all groups of learners including those with special needs.

We have regular meetings to share the progress of special needs children with their parents. Sometimes there may be a number of meetings in quick succession, but at other times these may be less frequent than this dependent on the child's needs and progress. 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.

Pupil Participation

In our school we encourage children to take responsibility and to make 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 social skills as well as educational skills.

Children are involved at an appropriate level in setting targets in their Educational Support Plans (ESP's) through mentor meetings every term. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and head teacher with regular summaries of the impact of the policy on the practice of the school. The head teacher reports each term to the teaching and learning governor through the head teacher's report.

The SENCO is involved in drawing up Educational Support Plans for children. The SENCO and the Inclusion team hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs discuss outcomes and progress of the policy.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings

The Local Authority monitors the SEND policy and resources through audits and requests information regarding finances and management procedures. The SEND Local Offer is available to read on the school website. Information from this report is given back to the school in the form of a report and forms discussions with the LA monitoring team.