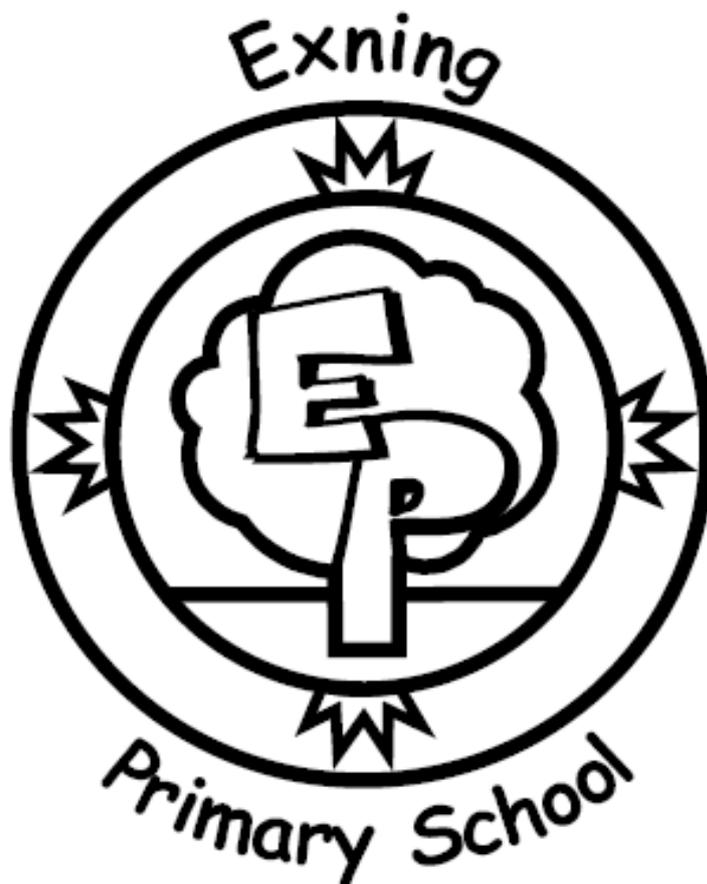


Exning Primary School



*Special Educational Needs and
Disability Policy*

Exning Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Section 1 - School Arrangements

Definition

Some pupils will, permanently or from time-to-time, have a significantly greater difficulty to access the curriculum than the majority of children their age. Some may have disabilities, which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils, regardless of special educational needs including disability (SEND), must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities as well as taking on responsibilities within the school.

Aims and Objectives of SEND provision across the school

- To meet the educational needs of all pupils and encourage each one to reach their full potential.
- To give all pupils individual consideration, providing special provision where necessary, with support from other agencies.
- To facilitate full participation in the National Curriculum and all school activities, giving equal access to a broad and balanced curriculum as far as they are able.
- To encourage pupils to be independent and take responsibility within the school.
- To use regular assessment to aid the identification of and planning for children with SEND.
- To regularly track the progress of pupils with SEND to ensure pupils make the expected progress.

Roles and Responsibilities

The class teacher:

Identifies that the pupil has special educational needs and plans for and teaches pupils at all stages. They set appropriate targets for the child and review these at least once a term. The class teacher is also responsible for supervising any teaching assistant/other adults present in the class, involved in the teaching and learning of their pupils and assessing and recording whether learning has occurred.

The Special Educational Needs Co-ordinator (SENCo):

Oversees the school's Special Educational Needs policy and provision. They offer support for teachers when planning learning objectives and individual targets. The SENCo maintains the school SEN register and oversees the records kept by the class teacher on all pupils with SEND including Individual Education Plans (IEPs), Statutory Assessments/Statements and Education, Health and Care Plans (EHCPs). The SENCo liaises and works in partnership with parents of children with SEND and external agencies involved. The SENCo tracks progress throughout the school based on tracked, levelled data and the analysis of IEP targets set and achieved. The SENCo oversees provision being made by the SEND specific TA

The SEND Specific TA: uses teachers' plans and own strategies to implement small group and one-to-one withdrawal sessions to support children with a range of SEND. The TA reports back to class teachers and meets with SENCo to discuss progress of children receiving support, and to monitor the effectiveness of interventions. The SEND Specific TA also trains other TAs and staff members on interventions that have been successful.

The Headteacher:

Has overall responsibility for the management of the policy and is responsible for keeping governors informed. They receive initial complaints and are the named 'responsible person'. The Headteacher is informed by the Local Authority (LA) when they conclude that a pupil has SEND and ensures that all appropriate people know about the pupils' needs.

Reviewed September 2016.

Governors :

Fulfil their statutory duties to pupils with SEND; by maintaining a policy in line with the Code of Practice regarding the identification and assessment of SEND and participate in appropriate training. The governor with the responsibility for SEND meets with the SENCo to discuss data and provision.

Admission Arrangements

Exning Primary School is a fully inclusive school and all pupils are welcome, including those with SEND. Children with SEND, have priority in admissions to their catchment school. The aim of the school is to meet the needs of the child of any parent/carer who wishes to register at the school, in accordance with the **SEN and Disability Act 2001**, unless it is incompatible with the effective education of other children in the school and there are no reasonable steps that can be taken to prevent the incompatibility.

Special Facilities - The school has three accessible toilets and handrails by steps. There is also a lift for access from the link corridor to the hall. There is a ramp up to the temporary classrooms at the back of the school.

Section 2 - Identification, Assessment and Provision

Allocation of Resources

The school's SEND budget is made up from a basic allocation for each child and High Tariff Needs Additional funding. SEND funding will come from this budget. Allocation of the budget will be decided by the governing body when the budget is set annually.

Identification, Assessment, Provision and Review

The school adopts the Graduated Response Procedures and uses the Criteria and Thresholds for Statutory Assessment/EHC plans recommended by the Suffolk LA, for the identification of, and provision for, pupils with SEND. The advice of specialists is sought at appropriate times. Children identified as having SEND are supported with school's resources in the early stages. The LA deals with requests for Statutory Assessment/EHC plans and the issuing of statements/EHC plans. At every stage the responsibility for planning learning objectives, delivering the teaching programme, setting targets and assessing outcomes are the responsibility of the class teacher, with support from the SENCo, and other agencies, when appropriate. Authority-wide screening procedures will be used as appropriate in addition to the National Curriculum attainments, ongoing assessment, analysis of pupil work, pupil interviews, information from parents, standardised and diagnostic tests etc for pupils with SEND.

THE GRADUATED RESPONSE APPROACH IN OUR SCHOOL

1) Normal differentiation: responsibility of the pupil's class teacher to:

Identify that a pupil has a special educational need including disability and differentiate work for the child to ensure maximum access to the curriculum.

2) Targeted support: involvement of the Special Educational Needs Co-ordinator

When a class teacher identifies that a pupil has SEN which require interventions additional to or different from those provided as part of the school's usual differentiated curriculum, they will inform the SENCo. The SENCo and/or class teacher meets with parents and pupils to discuss the SEND and then the SENCo registers the pupil's special educational needs. The pupil will then be placed on the SEND register under the category SEN Support. The class teacher ensures that an IEP is drawn up, in consultation with the parents and child, reviewed at least three times a year (more frequently if required and 6 times per year for Early Years) and tracks the pupil's progress. The SENCo advises the class teacher, who remains responsible for planning, teaching and recording and assists in developing an IEP. The SENCo will also attend regular planning meetings.

Reviewed September 2016.

3) Individual Support: involvement of outside agencies where necessary

The SENCo and class teacher, in consultation with the parents/ carers, ask for help from external agencies, who should provide additional or different strategies from those already used by the school.

4) Statement of Special Educational Needs/Education Health Care Plan

If the needs of the child are significant, the school may apply to the LA for an EHC plan. The LA considers the need for an EHCP and, if appropriate, drafts and arranges, monitors and reviews provision and/or implements an Education Health and Care Plan. The SENCo will coordinate an annual review meeting once a year for pupils with a statement of SEND/EHCP

In all cases, the parents/ carers will be invited to the termly reviews (more frequently if required and 6 times per year for Early Years). The SENCo will consider whether the pupil meets the criteria justifying application for EHCP assessment.

Regular planning meetings will be held to plan and review pupils with SEND; involving, if applicable, pupil services, educational psychologist, advisory teachers, community nurses and other relevant agencies. The SENCo will work closely with health visitors, the Under 5's team, the Social Services Department involved with the pre-school and feeder schools as well as other agencies, in making decisions about the most appropriate provision for pupils with SEND.

Any expression of concern, for example from parents, Health Authority or the pupil, will be considered when identifying pupils with SEND.

Evaluation

The SEND policy and provision will be reviewed through the use of the School SEND Monitoring and regular reviews by the SENCo.

Complaints

In line with all the school activities, complaints are dealt with by the Headteacher in the first instance. The governing body has adopted County Complaint procedures and copies of these are available from the office on request.

Section 3 - Partnership with and beyond the school

Staff Development and Performance Management

Training will be provided for all staff and governors where possible. This is to be met from the professional development (INSET) budget and details will be given at governors meetings as appropriate. The SENCo will assist in providing training, sharing with the Newmarket schools pyramid (schools in the Newmarket area) and LA where possible. Use is made of the Learning Support Service, Advisory Service, The Mildenhall Hub, School Nursing Service and Educational Psychologist in providing in-service training for staff as necessary and the SENCo attends conferences, pyramid meetings/training and other SEND training as necessary, disseminating information to staff. Individual staff attend training as identified through Performance Management, the School Development Plan or as deemed appropriate by the Continued Professional Development (CPD) co-ordinator.

Links with Education Department Support Services and Other Agencies and Organisations

The school works in partnership with the LA drawing on advice from Advisory teachers, Educational Psychologists and Suffolk Advisory Service as necessary under the service level agreement, which we maintain. The school also liaises with Social Care Services and voluntary organisations.

Reviewed September 2016.

Parental Involvement

Parents/carers will be involved at all stages of assessments. No decision will be made about assessment and/or provision without seeking the views of the parents/carers and, if appropriate, the pupil. Records of such actions will be signed by the relevant teacher and the parent/carer. In some cases this may involve adults in more than one household and every effort will be made to involve those directly responsible for the child's day-to-day well-being. Parents/ carers will be encouraged to support the school's actions by working with their child at home and, where possible, at school. It is recognised that positive results can only be achieved by school and home working in partnership. Parents will also be involved in setting targets for their child within school. Parents of children with SEND are also invited to a termly Parent Forum meeting where they can discuss the provision across the school and any other issues/concerns pertaining to SEND with the SENCo

Pupil Participation

The views and feelings of pupils at all stages are considered to be important. According to age, maturity and capability, attention and importance will be given to matters affecting them. All pupils will be encouraged to participate in the decision-making processes that occur in education as appropriate.

Links with Other Schools/Transfer Arrangements

Children in Early Years Foundation Stage (EYFS) who are identified as being SEN support or who have a statement of SEN/EHCP are identified and discussed, with targets and strategies also discussed with the EYFS teacher. The SENCo liaises with any pre-school setting that a child who is due to attend the Reception class at Exning in the Autumn term. In year six (or at any other point of transition), the SENCo will meet with the SENCo from the relevant new school and pass on any important information regarding the pupil, including suggestions for provision. Any pupil transferring from our school to a special school will have visits arranged at the new school prior to leaving. Liaison between teachers/SENCo at both schools takes place where possible. Updated by Mrs R. Clifford-Turner (SENCo) in consultation with the Headteacher and staff, September 2016.

This policy was reviewed by the Governing Body on:

Signature of Chairperson of Governors:

Review date: Autumn 2017