



Asterdale Primary School

Special Educational Needs and Disability Policy

Approved by
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Contents

1 Special Educational Needs and Disability

- 1.1 School Statement of Intent
- 1.2 Aims and Objectives
- 1.3 Definition of SEND
- 1.4 This Policy takes into account

2 How we do it

- 2.1 Identification of the SEND Pupil
- 2.2 Provision for the SEND Pupil

3 Roles and Responsibilities

- 3.1 SEND Co-ordinator
- 3.2 SEND Governor
- 3.3 Monitoring and Evaluation
- 3.4 Named School Staffing Team
- 3.5 Links to other Policies & Documents

1 Special Educational Needs and Disability or SEND

1.1 School Statement of Intent:

Asterdale Primary School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

1.2 Aims and Objectives

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

At Asterdale Primary School we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

1.3 Definition of Special Educational Needs and Disability

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the LA.
- Is under compulsory school age, or would be if special educational provision was not made for the child.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Asterdale Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

1.4 This policy takes into account:

Lamb Inquiry Report 2009
Every Child Matters
Education Act 1993 and the revised Code of Practice 2014
Children and Families Act 2014
Special Education Needs and Disability Act 2001
Relevant LA recommendations
LA SEND Criteria
The Green Paper

The Lamb Inquiry Report 2009 recommends parents to have a stronger voice, high expectations for SEND children, greater responsibility and funding to schools and a more accountable system.

The Special Education Needs and Disability Act 2001 gives children with SEND a stronger right to be educated at a mainstream school.

The Disability Discrimination Act 1995 prohibits all schools from discriminating against children in their admission arrangements.

2 How we do it

2.1 Identification of the SEND Pupil

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in The National Curriculum judged against level descriptions.
- Pupil progress in relation to the National Curriculum objectives in English and Maths.
- Standardised screening or assessment tools.
- Assessment tools used by the school are:
 - Screening /diagnostic tests
 - Reports or observations
 - Records from feeder schools, etc.
 - Information from parents
 - National Curriculum results
 - External exam results
 - Pupil portfolios

2.2 Provision for the SEND Pupil

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments and will be used to improve continuity in learning. Initially nursery assessments focus on the first term with specific activities to track achievements each child makes and identifies the child predominately in the three prime areas of learning (physical development, personal/social & emotional and communication & language) and any other areas of SEND concern. Nursery assessments and records are transferred to Reception where the children are assessed on the Early Years Foundation Stage Profile where further and continuous recording and monitoring is undertaken. These records are transferred to Key Stage 1 where children are teacher assessed and undertake SATs, these in turn are passed to Key Stage 2 where further teacher assessment, optional SATs and SAT information are collated and passed to each year teacher along with any SEND concerns. Throughout all these stages the SENCO is consulted if any teacher or TA has any SEND concerns regarding any individual pupil at any stage and further advice is sought if necessary.

The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

At Asterdale Primary School we have implemented an early stage of concern whereby if a child displays particular learning or behaviour difficulties within a class the class teacher will identify their needs and complete a monitoring form outlining their concerns and closely monitor the situation. Within Asterdale Primary such children are listed on SEND records as monitored.

Where teachers decide that a pupil's progress is below expectations, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SEND support. If, after further consideration, a more sustained level of support is needed, it would be provided through SEND support plus. Where concerns remain despite sustained intervention, the school will consider requesting an Education, Health, Care Needs Assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request an Education, Health, Care Needs Assessment.

Parents/carers will be fully informed of any concerns the school has regarding their child's performance at the earliest possible opportunity. Class teachers will be happy to discuss, with parents, any concerns they have regarding a child's development and can be contacted for an appointment at the school.

3 Roles and Responsibilities

3.1 SEND Co-ordinator will:

- Liaise with class teachers
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the pupil and plan provision
- Contact parents and keep them informed
- Maintain the SEND register and update annually
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Review provision on a regular basis
- Liaise with the Head Teacher
- Review the effectiveness of the policy

3.2 SEND Governor

The Governing Body has a named Special Educational Needs and Disabilities Governor who will, with the SENCO, keep the Governing body informed about SEND issues in the school and statutory obligations placed on us by the Government.

3.3 Monitoring and Evaluation

Class teachers monitor and review pupil progress. This process informs the teacher on progress being made by the child against the targets on the Multi-Element Plan.

This also ensures that a pupil's targets are regularly evaluated. Progress made on MEPs will be discussed at least termly.

3.4 Named School Staffing Team

The SEND team of the school is:

SEND Coordinator: (SENCO) Jenny McCormick (Teacher)

SEND Staff: Rachel Barley (TA/ Learning Mentor),
Linda Holland (TA),
Tracey Briers (TA),
Lynne Smith (HLTA),
Gemma Brocklehurst (TA),
Marta Mikolajczak (TA),
Catharine Strecker (TA)
Michelle Whilde (TA)
Amy Harrold (TA)
Ellie Phillips (TA)
Deborah Howard (TA)

SEND Governor: Sue Pringle

For information regarding the Special Educational Needs and Disability Policy,
email: admin@asterdale.derby.sch.uk
or see website www.asterdaleprimaryschool.co.uk
or visit the school office