

Ward Jackson
Church of England
Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Date: December 2016

Ward Jackson Church of England Primary School

Special Education Needs and Disability (SEND) Policy

This policy promotes the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) at Ward Jackson Church of England Primary School.

School Vision

At Ward Jackson Church of England Primary School we seek to treat children in a secure, caring and intellectually challenging Christian environment, where children are valued and rewarded daily for their achievements. At Ward Jackson Church of England Primary School safeguarding children is everyone's primary responsibility.

Principles

- We actively seek to include children from all cultures and backgrounds, including disabled children and those with special educational needs, in accordance with our Single Equality Scheme, Race and Equality Policy and Behaviour Policy.
- Children with special educational needs have the right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2014, The Special Educational Needs Personal Budgets Regulations.
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability
- All pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy, nurturing environment.
- The feelings and opinions of children are important and valued
- Parents/carers have a vital role in supporting their child's learning
- All of the teaching staff at Ward Jackson Church of England Primary School is accountable and responsible for the progress and enjoyment of each child.

Aims

- The staff and governors at Ward Jackson Church of England Primary School support a whole school approach to Special Educational Needs. We work together as a team, collaborating and coordinating all that we do for the benefit of all children.
- We believe in a fully inclusive approach
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- We aim to work closely with parents and carers, keeping them informed about their child's learning and encouraging a partnership between home and school
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register
- Through using guidance, nurture, support and challenge we will enable all children to fulfil and reach their potential

Objectives

- To identify and provide for pupils with special educational needs and disabilities (in consultation with parents, teachers, the SENDCo and outside specialists where appropriate)

- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a whole school approach to the management and provision of support for SEN.
- To provide a SENDCo who will work within the SEND inclusion policy
- To provide support and advice for all staff working with special educational needs pupils
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the whole curriculum for all pupils

Identifying Special Educational Needs

The definition of Special Educational Needs taken from The Special Educational Needs Code of Practice 0-25 years is:

- *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others the same age*
Or
- *Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions*

Section 6.25-6.32 of the SEND Code of Practice identifies 4 broad categories of special educational needs:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or Physical needs**

As such, all children who require School Support **must** be registered under one of these categories. In addition we will monitor those children who we feel have an Additional Need but do not meet the threshold for School Support.

Graduated Approach to SEN Support

Phase 1

Stage	Person Responsible
1. Staff to initially highlight concerns to SENDCo, who will then offer advice and support that can be put into place in the classroom as part of differentiation.	Senior Leadership Team (SLT) Special Educational Needs and Disability Coordinator (SENDCo) Class Teacher
2. Identify what the barrier is, discuss strategies for Quality First Teaching to put in place to accelerate progress	SLT SENDCo Class Teacher
3. Identify those children who are still not making progress, despite quality first teaching strategies being applied.	Class Teacher SENDCo

Implement appropriate Wave II intervention, with specific targets and objectives. Monitor the impact of this intervention	
4. If children's progress is still poor after effective Wave II intervention it may be necessary to seek advice from other agencies (e.g. SALT, Educational Psychologist, Learning Support Teacher). Advice from such external agencies will acted upon and children may begin stage 2. At this stage the ASSESS-PLAN-DO-REVIEW process is initiated and the child is placed on the SEND register.	Class Teacher SENDCo Other agencies
5. Class teacher and SENDCo will continue to monitor progress. An Individual Learning Plan (ILP) will be put into place. This is a plan that will show what the child's needs are and what support will be put in place to help the child overcome their difficulties. These plans are reviewed at least termly dependent upon the child's progress. The ILPs will follow the Assess, Plan, Do Format shown below.	Class Teacher SENDCo

Phase 2

ASSESS – PLAN- DO- REVIEW PROCESS	
STAGE	PERSON RESPONSIBLE
ASSESS -Teacher's assessments and experiences of the pupil - Pupil progress attainment and behaviour - The individual development in comparison to their peers -The views and experiences of parents/carers -Advice and support from external support agencies (as appropriate)	Class Teacher SENDCo Parents/Carers Pupils
PLAN -Teacher to plan differentiated lessons. (What changes will we make to Quality First Teaching to ensure the child's needs are catered for in the classroom? Does the child need access to additional resources in order to access the curriculum?) -All staff working with the child to be made aware of the individual needs (shared ILPs and Focused discussions) -The plan for targeted provision will be discussed with the parents, the child and the class teacher. -Timetabled target intervention must be set	

<p>which is monitored regularly</p> <ul style="list-style-type: none"> -Class teachers must provide planning time to support staff who are implementing interventions -Teachers to take responsibility for monitoring the progress and on-going dialogue with parents -Clear objectives to be explained to the child to impact on clear and expected outcomes- <p>Additional provision that cannot be catered for by Ward Jackson Church of England Primary School will be considered if recommendations are made by outside agencies.</p>	
<p>DO</p> <ul style="list-style-type: none"> -The class teacher is at the centre of the day-to-day responsibility for working with all pupils including those identified with SEND -Intervention to be completed, assessed and recorded on the correct proforma so that the teacher has access to all work carried out and can therefore inform judgements on progress made. -Ongoing assessment of pupils with SEND is the responsibility of the class teacher. Feedback to the SENDCo should occur when issues begin to emerge. 	<p>Class Teacher Support Staff SENDCo Parents/Carers Pupils</p>
<p>REVIEW</p> <ul style="list-style-type: none"> -half termly review meetings will be held to help track the progress of SEND pupils against targets set. Discussions should include: <ul style="list-style-type: none"> -Evidence of progress taken from a variety of sources such as observation, work scrutiny, assess work, use of assessment, standardised tests. -Is the child is on track to meet their end of year target -Is there an improvement in their former rate of progress? -Responses of pupils and parents should also be considered. <p>As part of the review of the cycle it may be felt that within this cycle the child is still not achieving the desired outcomes for despite targeted support. At this point discussions will take place with parents and an EHC plan will be considered. If this is successfully applied for then:</p> <p><u>Children with One-Plans (EHC- Education Health and Care)</u></p> <ul style="list-style-type: none"> -All adults working with the child that has a One-Plan must read the plan and be familiar with the content -A clear range of strategies and approaches to support class differentiation will be implemented -Teachers must monitor progress towards 	<p>Class Teacher Support Staff SENDCo Parents/Carers Pupils</p>

meeting agreed outcomes regularly, adjust planning where needed	
- SENDCo will monitor progress termly with relevant staff, parents and pupils.	

Training and Resourcing:

A notional sum is set by the Local Authority for Ward Jackson C of E Primary School. This sum is allocated for and is ring fenced for SEN. This sum is calculated by prior attainment of the children, FSM numbers and the deprivation factor. This sum is broken down at the end of the financial year and shared with SEN governor to show impact.

We buy additional services from the Educational Psychology team, The Speech and Language department and the Learning Support Teacher. Other agencies such as the Visually Impaired Service and Occupational Therapy are invited into school as required.

Roles and Responsibilities:

Special Educational Needs and Disability Coordinator – Morag Tucker

The Special Education Needs and Disability Governor – Jacqui Rogers

Designated Officer for Child Protection – Jan Brough

Deputy Officer for Child Protection- David Akers

Person responsible for Pupil Premium and Looked After Children funding – Jan Brough

Storage and managing of information

All information is treated with the highest level of confidentiality and is in line with the school's policy on data protection and storage of information.

Dealing with complaints

Any complaints that parents of pupils should have with SEN or Disability at Ward Jackson Church of England Primary School should refer to the school's complaints procedure policy.

Reviewing the policy

The SEND policy will be reviewed every two years.

Next Review September 2018