

Portobello Primary School

SEND Policy



*Creating Confidence, Empowering Excellence, Igniting Independence*

2017 - 2018

## Special Educational Needs and Disabilities Policy 2017-2018

At Portobello Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We aim to provide appropriate provision for children with learning difficulties and those who are 'gifted and talented'.

We recognise the diverse and individual needs of all our children and take into account the additional support required by those children with Additional Needs. We believe in positive intervention by removing barriers to learning, raising expectations and achievement and working in partnership with other agencies in order to provide a positive and stimulating educational experience for all children with SEND (Special Educational Needs and Disability).

### What is SEND?

SEND (Special Educational Needs and Disability) refers to the needs of children who have a difficulty or disability which makes learning harder for them than other children of the same age. SEN can cover a broad range of difficulty or disability and children may have wider ranging or specific problems. These may relate to physical development, visual or hearing impairment, or difficulties related to speech and language communication, behaviour or learning.

Many children will have special educational needs of some kind during their time in education. Most children can be helped to overcome the barriers their difficulties present quickly and easily but some children will need extra help for some or all of their time in education.

The needs of the child are normally achieved through the teachers' knowledge of a child's strengths, skills and abilities. If it is decided that your child needs help beyond that which is normally available, or if your child needs interventions that are additional to and different from those normally provided as part of the curriculum, the school may contact the local authority for extra guidance and support. However, you, as the child's parent, would have been fully involved in this process and decision making.

The specific objectives of our SEN policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The named SEN co-ordinator for the school is Mrs Carly Lockhart. The Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LEA **admissions criteria** which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. School has the facilities to facilitate wheelchair users and Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Pupils identified as having special educational needs will be supported at school level or through an Education, Health and Care plan (EHCP) in line with the Special Educational Needs Code of Practice guidance 2014. All pupils identified as having special educational needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for pupils with special educational needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support and intervention paying attention to the pupils' individual needs and barriers to learning. It is expected that all pupils will have equal access to the Curriculum. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

We will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with pupils with special educational needs.

At Portobello, we recognise the necessity to work in partnership with parents and will ensure that parents receive information on the statutory procedures and the outcomes for their children.

## **SENCO and Role**

### **Role**

The main role of the SENCO is to co-ordinate special needs provision throughout the school. As the term 'special needs' can be defined in a variety of meaningful statements and because there is no real consensus as to what constitutes good special needs provision, it is imperative that the SENCO has a clear vision of what special needs and special needs provision mean to staff, parents and pupils of Portobello Primary School and thus co-ordinate provision to ensure meaningful learning experiences.

See Appendix A for Role of SENCO

See Appendix B for additional duties of SENCO

## **Implementing the SEND Policy across the school**

Portobello Primary accepts its duty to its pupils and acknowledges that many pupils may at some time, experience difficulty with their learning. All teachers are teachers of SEND and will be responsible for pupils

who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

## **Admissions**

### **Priority in admission**

Our school admission policy reflects LA guidelines on the admission of the pupils with special education needs. This policy is reviewed as and when required. The SENCO attempts to meet with parents of pupils with special education needs at the earliest possible opportunity.

### **Individual Learning Plans**

Although there is no requirement for pupils with SEND to have an Individual Learning Plan we will provide a plan of support and intervention. This plan will outline the strategies and interventions required to remove barriers to learning.

### **Reviewing**

The impact and effectiveness of the support will be reviewed in line with an agreed date.

### **Requesting an Education, Health and Care needs assessment**

The effectiveness of SEND support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and care plan (EHC).

Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHC needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular evidence to:

- the pupils academic attainment
- information about the nature of the pupil's SEN
- evidence of the action already being taken
- evidence that where progress has been made, it has only been due to additional support and intervention
- relevant evidence from other educational professionals, health professionals or clinicians

The LA will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

A pupil with an EHC will have their plan reviewed every twelve months and the LA will require the school to convene and hold an annual review meeting where all relevant professionals and parents will meet together.

## **Curriculum and provision**

### **Access Curriculum**

The SENCO and leadership team fully supports the view that all pupils should, where possible, have full access to an appropriate curriculum suitable for their stage of curriculum learning.

### **Curriculum Development and provision for SEND**

The SENCO will:

- participate in working groups, where appropriate, relating to development of the curriculum
- advise the management team on curriculum development
- direct in-class support
- discuss curriculum issues relating to SEND with Senior Management
- undertake INSET re curriculum development and SEND
- ensure all matters relating to SEND have a high profile across the school

### **Target Tracker**

Class teachers track children to help maximize pupil performance and potential. Specific strategies should be noted in progress reports relating to tracking and Individual Learning Plans.

### **Supporting the Curriculum**

Pupils with special educational needs are supported across the curriculum in one or more of the following ways depending on need:

- in class support, differentiation and access to stage approach learning
- targeted support, focusing on the barrier to learning
- small group teaching, where appropriate

- individual support sessions

### **Links with outside agencies**

Our school has developed and maintained strong links with specialists from the following areas:

- Psychological Service
- SENIT (Special Educational Needs Improvement Team)
- BSS
- Emotional Well Being Team
- Speech and Language

### **Recording Concerns**

Parents are encouraged to contact the SENCO or class teacher with any concerns regarding SEN issues. All contacts are noted and responded to. Parental view forms are distributed prior to review meetings.

Parents are kept informed of SEND issues by:

- Attendance at SEND reviews
- Personal invitations to meet with the SENCO, Learning Support Teacher and/or Educational Psychologist
- Parents evenings

The SENCO and class teachers offer a friendly and supportive environment to parents at all times.

### **Pupil Involvement**

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

### **Complaints procedure**

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs should be referred to the Headteacher or SENCO and for learning and behavioural difficulties.

## Appendix A

### Role of the SENCO

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

- **Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.**
  
- **Ensuring that parents/carers are :**
  - \*Involved in supporting their child's learning**
  
  - \*Kept informed about the support their child is getting**
  
  - \*Involved in reviewing how they are doing**
  
  - \*Involved in planning for their future.**
  
- **Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist**
- **Making sure that there are excellent records of your child's progress and needs**
- **Provide specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress**
- **Support class teachers in writing Learning Plans that specify your child's targets.**
- **Ensuring that all staff working with the students in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.**