



Mountfield Primary School

Policy Statement: Special Educational Needs and Disability October 2020

Rationale

All children share the right to a broad, balanced, differentiated and relevant education. Children with Special Educational Needs should be supported in order to achieve their maximum potential of learning success in all appropriate aspects of the curriculum.

Purposes

- To identify individual needs at the earliest opportunity.
- To fully assess individual needs, taking into account the views of the child.
- To support children in a way which meets individual needs, involving parents carers and others in the process
- To provide a stimulating environment where children with Special Educational Needs may develop.
- To assist children to feel fulfilled and valued as individuals, within the whole community.

Guidelines

The school's Special Educational Provision

- The school's S.E.N.D. Co-ordinator (Claire Godfrey) with the Head Teacher will be responsible for the day to day operation of this policy.
- The S.E.N.D. Co-ordinator will liaise with teachers, parents, L.E.A. support agencies, Special Schools, specialised Units, the Health Service and Social Services, to secure appropriate provision to meet individual needs. Relevant internal and all external records will be kept by the S.E.N.D. Co-ordinator.
- Children will be admitted to the school, if places are available, irrespective of educational status/attainment.
- Special Needs Teaching Assistants will be assigned to individuals or small groups where appropriate in order to address individual needs.
- The S.E.N.D. Co-ordinator will be in school for three days each week. Key tasks include assessment, monitoring and liaison.
- Pupils will have access to a balanced and broadly based curriculum including the National Curriculum through differentiated class work; direct time-tabled support by Support Services; and individual programmes of work, devised by class teachers and/or SENDCO and monitored by SENDCO in consultation with children, parents, class teachers and Support Services. The type of additional provision will depend on the nature and type of need.
- Children with Special Educational Needs will be taught, for the most part, within their classroom. Out of classroom facilities/intervention packages for individual or small group assessment and support are available.
- SEND files will be kept by the class teacher. These hold copies of updated IEP's, procedures etc.

- A member of the Governing body will be elected as link Governor for SEND-Kevin Elliot

The school's policies for identification, assessment and provision for all pupils with S.E.N.D.

- At the beginning of each school year, there will be a whole-school audit by class teachers to identify children with S.E.N.D. From this, the SENDCO will compile a list based on the categories of special educational needs recommended by the Code of Practice. This will be subject to on-going review and modification, as required.
- After discussion with parents, the assessment of children with identified needs will be undertaken initially by class teachers in consultation with the SENDCO and or the Head Teacher.
- Under SEND Support category, as outlined in COP 2002, advice will be sought from the Support Services and/or other agencies if more specialised assessments are considered necessary.
- Children's progress will be monitored by the class teacher; and reviewed regularly by the SENDCO, in consultation with parents, class teachers, and the Support Services where applicable.
- The SENDCO will refer individual children for further financial support (Individual Support Plan or Education Health Care Plan) if deemed necessary
- The SENDCO will ask class teachers to compile Educational Advice when statutory assessments are necessary; and will co-ordinate formal Reviews of Education Health Care Plans.

The Schools Staffing Policies and Partnership with bodies beyond the Schools.

- The SENDCO with the Head Teacher will provide and/or co-ordinate the provision of S.E.N.D. in-service training, in accordance with the School Improvement Plan; and recognizing the individual need of colleagues.
- Informal and formal consultation with parents will be maintained at all stages of their child's Special Educational need. A consistent approach by home and school to address the child's needs will be encouraged at all times. The ascertainable wishes of the child concerned considered in the light of his or her age and understanding will be taken into account.
- Links with other mainstream schools and Special Schools will be fostered.
- All records of children with S.E.N.D. will be passed on to whichever school they are to attend. Visits to new schools will be arranged, whenever possible, prior to entry.
- The school will continue to maintain formal and informal links, and encourage partnership between all agencies concerned with the welfare and development of children with Special Education Needs and Disabilities.

Review

- The SENDCO with the Head Teacher will monitor and evaluate the success of this policy at the end of each academic year, using the following criteria:-

The manageability and effectiveness of Record Keeping.

The extent to which children's needs are met.

The extent to which the numbers of children requiring support has increased or decreased.

The adequacy of internal resources.

The extent to which the level of outside support is adequate.

- Arrangements for considering a complaint about SEN provision within the school are as set out under Section 23 of the Education Act 1988; and the School Prospectus. The SEND Information, Advice and Support Service may also become involved in the resolution of disagreements.

Conclusion

In Mountfield School we try to ensure that every child receives an education appropriate to their needs in preparation for the opportunities, responsibilities and experiences of adult life. We not only recognise the need for partnership with parents, in the early identification and assessment of, and provision for, children with Special Educational Needs and Disabilities, but also welcome a multi-disciplinary approach to the resolution of issues and the continuum of provision for those children whose individual needs cannot be met fully, without additional support, in mainstream school.

This policy has been compiled with regard to Education (Special Educational Needs) (Information) Regulations 1994, and with regard to the Code of Practice 2002 on the identification and assessment of Special Educational Needs. It also makes reference to National Curriculum 2002, Inclusive Schooling 2001, SEN and Disability Act 2001, Disability Discriminations Code 2002.

