



Wraxall Church of England V.A. Primary School

Special Educational Needs and Disability Policy

Aim

At Wraxall CEVA Primary school we recognise that some pupils during their school career may have special educational needs and/ or a disability and we will endeavour to make every possible arrangement to provide for their individual needs.

The policy aims to:

- 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 SEN/Disability provision as early as possible.
- To ensure SEN pupils/ pupils with a disability take as full a part as possible in all school activities.
- To ensure that parents/ carers of SEN pupils/ pupils with a disability are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils/ pupils with a disability are involved, where practical, in decisions affecting their future SEN/Disability provision.

Definition of SEN/Disability

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

A child has learning difficulties or disabilities if he or she has:

- A significantly greater difficulty in learning than the majority of children of the same age.
- A disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in other mainstream schools.

The Code of Practice states that Special Educational Needs and provision can be considered as falling into four broad areas;

Communication and interaction

- Speech, Language and Communication Needs (SLCN)
- Autism

Cognition and learning

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, emotional and mental health

Sensory and/ or physical

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Children who have difficulties may fit clearly into one of these areas; However, children whose needs fall into a mixture of these four categories have complex needs. A child is described as having mild or severe learning difficulties depending on the degree of their needs and the impact they have on their lives.

Guidelines

All teachers are responsible for identifying all pupils with SEN/Disability and, in collaboration with the SENCo, will ensure that those pupils requiring specialised or additional support are identified at an early stage. A detailed individual assessment of each pupil and their situation is undertaken at the earliest opportunity in order to make an accurate assessment of their needs. (Please see Appendix 1) Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Implementing provision and reviewing how effective it is in securing progress are part of the effective assessment of need, informing the next steps in the graduated approach. Any necessary additional or specialised provision identified by review will be provided in a timely way. Parents/ carers (and pupils when appropriate) will be involved at each stage of this progress. The school firmly believes in developing a strong partnership with parents/ carers and recognises that they have a unique

overview of their child's needs and how best to support them, and this gives them a key role in the partnership.

A pupil identified as having SEN/Disability and receiving additional or specialised provision will have this documented in an SEN Support Plan (SSP). This consists of three desired outcomes for the child, which are SMART (Specific, measurable, achievable, realistic, timed), and will be reviewed three times a year.

If external specialist advice, assessment or intervention is required, this may also be included in the SSP. (Please see Appendix 2)

If the pupil requires provision beyond what the school can offer, a request can be made for Statutory Assessment, which may lead to the pupil receiving an Education, Health and Care Plan (EHCP).

As far as is practicable, pupils identified as having SEN/Disability are, through teacher planning and differentiation, fully integrated into our classes. Every effort is made to ensure that they have full access to the National Curriculum and all aspects of school life.

Admission arrangements for a child in receipt of an Education, Health and Care Plan

A place will be provided for a child who has an Education Health and Care Plan (EHCP) agreed at the time of application, which names Wraxall CEVA Primary School as the education. This place will be allocated within the Published Admission Number (PAN) before the consideration of any other applications, or above the PAN if places have already been offered at that time. (Please refer to School Admissions Arrangements)

Conclusion

In order to embed an inclusive ethos in our school, this policy links closely with all other policies in supporting all pupils to reach their full potential. If parents/ carers feel their child is not getting the right level of support, they are not being fully involved or kept up to date with their child's progress; they should firstly approach their child's class teacher or the school SENCO to discuss any concerns. They should then follow the School's Complaints Procedure.

If support is required to do this, parents/carers may wish to seek independent advice and support. This is available through [Supportive Parents](#) or an [independent mediation organisation](#). Alternatively you can

contact the North Somerset Council's Vulnerable Learners Service on 01934 634 854 or VLS@n-somerset.gov.uk for further advice.

If a child is in receipt of an EHCP, instead of following the School's Complaints Procedure, parents/ carers are advised to contact the North Somerset Vulnerable Learners Service directly.

This policy will be reviewed in light of changes in legislation or practice following consultation with staff and governors. Any amendments considered necessary will be forwarded to the Governing Body for approval.

Written: January 2018
Reviewed By Staff 10.1.18
Approved by Full Governing Body:
For Review:

Appendices

Appendix 1

Roles and Responsibilities

SEN/Disability provision will be the overall responsibility of the Board of Governors and Headteacher of the school. However in order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to

Tamsin Hayward (SENCO) Ben Tucker (Headteacher)

Board of Governors

The Governing Body nominates a SEND Governor to link with the SENCo. This Governor and the SENCo meet at least 3 times a year to discuss SEND issues and pupils' needs.

The Board of Governors should:

- ensure that all pupils' special educational needs/ disabilities are addressed
- have regard for the Code of Practice
- have regard for the school's SEN (and Inclusion) Policy
- ensure the policy is kept under review
- report annually to parent/carers of all pupils with SEN/Disability
- ensure that appropriate funds and resources are delegated to SEN/Disability

Headteacher

The Headteacher should:

- keep the Board of Governors informed about SEN/Disability issues
- work in close partnership with the SENCO
- liaise with parents and external agencies as required
- delegate and monitor the SEN/Disability budget
- ensure the SMT are actively involved in the management of SEN/Disability within the school.

SMT members should ensure consistency of practice and contribute to the realisation of the SDP

- provide a secure facility for the storage of records relating to Special Educational Needs/Disability

SENCO

The SENCO should:

- co-ordinate the day to day provision of the school's SEN/Disability Policy

- liaise with and delegate responsibility to Teacher/s in Charge of (or Head of) LSC/SLC

where applicable

- liaise with and advise colleagues
- co-ordinate provision for children with special educational needs
- maintain the school's SEN/Disability register and oversee the records of all pupils with special educational needs/disabilities
- organise necessary reviews and referrals
- liaise with parents and external agencies
- contribute to the in-service training of staff
- utilise Classroom Assistant expertise in staff development

Special Needs Teacher/Learning Support Centre Teacher

Class Teacher

The class teacher should:

- be aware of current legislation
- be familiar with the administrative process within the school
- keep up to date with information on the SEN/Disability Register
- be involved in assessing and recording data for the SEN/Disability Register
- monitor and review progress
- be involved in the Annual Review process
- work closely with all members of staff to identify pupils' needs
- develop an inclusive classroom
- work closely with other staff to plan for learning and teaching
- supervise the delivery of suitable programmes for all identified pupils with

SEN/Disability which promote progression within an inclusive setting

- contribute to, manage and review SEN Support Plans in consultation with the SENCO
- involve classroom assistants as part of the learning team
- attend professional development training (when appropriate)

Classroom Assistant

Classroom assistants should:

- work under the direction of the class teacher
- be involved in planning
- look for positives by talking to the child about his/her strengths
- provide practical support
- listen to the child/speak to staff on the child's behalf
- explain boundaries and operate these consistently and fairly
- keep records and attend meetings
- share good practice

Reference should be made to the documents titled 'Guidance on the Management, Deployment and Development of Assistants in School'

Appendix 2

Specialists and other professionals

- Vulnerable Learners service (VLS)
- Speech and Language (S&L)
- Community Paediatrician (CP)
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officer (EWO)
- Social Services (SS)