

# Alconbury CE Primary School



*"Where we educate the  
whole child"*

## **(Special Educational Needs) SEND POLICY**

Agreed November 2018

Review date September 2020

The Governing Body of Alconbury Church of England Primary School adopted this Special Needs policy on 15<sup>th</sup> Nov 2018

## **Introduction**

At Alconbury C of E Primary, we make every effort to achieve maximum inclusion of all pupils, irrespective of background, so that all pupils access a high quality education. At the same time we try to meet all pupils' individual needs. This policy has been written after discussion with staff, the SEND governor and the Senior Leadership team and has been adopted by the staff as an accurate reflection of both attitude and procedure for Special Educational Needs at Alconbury C of E Primary School.

## **Definition of Special Educational Needs**

The term 'special educational needs' (SEND) has a legal definition, referring to children who have learning difficulties, disabilities or medical needs that make it harder for them to learn or access education than most children of the same age. This may include hidden impairments such as mental illness, dyslexia, autism, speech and language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy. This is in line with current legislation. The new Code of Practice (2014) states there are four main areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory or physical needs

Many children will have SEND of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork;
- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- behaving properly in school;
- organising themselves;
- some kind of sensory or physical needs which may affect them in school.

## **Vision and Aims**

We aim to meet the diversity of children's learning in a mainstream setting through our school vision: Alconbury School-Home of learning-where we educate the whole child (Learning about ourselves, Learning about others and Learning for the Future). This vision helps us to support all children including those with additional needs, to achieve their best, have interests and aspirations and to enjoy success in their learning. This vision is achieved by:

- high quality, differentiated teaching which results in progress;
- appropriate level of challenge;
- promotion of a positive attitude and resilience;
- working closely with the child and parents/carers and taking their views, feelings and wishes into account.

**In order to meet our aims we have the following leadership roles, procedures and policies in place at Alconbury Primary School:**

### **Leadership of Special Educational Needs within School**

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCO . The SENDCO will have Qualified Teacher Status and is a member of the senior leadership team. All school staff have a responsibility for pupils with SEND. Staff are aware of their responsibilities towards pupils with SEND. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil-centered In line with the recommendations in the SEND Code of Practice 2014, the SENDCO is responsible for:

- overseeing the day-day operation of this policy;
- maintaining the school SEND register;
- co-ordinating provision for children with special educational needs;
- liaising with and advising teachers including best individual practice;
- monitoring the quality of teaching and learning for pupils with SEND and their progress;
- managing teaching assistants, including training needs and professional development;
- overseeing the records on all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- publish a SEN information report annually on the school website;
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies.
- Participating in the process of the Common Assessment Framework (CAF) and Team around the child (TAC) in order to support pupils and families.

### **Identification and Assessment**

Class teachers use their professional knowledge and judgement, along with assessment and whole school data tracking to identify children who may have additional needs. Alternatively, the class teacher may respond to a concern from a parent or guardian. The next step for the class teacher would be to speak the SENDCo.

Using the above information as well as information from nurseries/preschools, previous schools and other services, the SENDCO will assess the children who are not making the expected progress (as identified by the class teacher or parent and through pupil progress meetings with the Head Teacher) and provide/suggest and research suitable programmes (known as interventions) and strategies to support learning.

The SENDCO maintains a list of pupils identified through the procedures listed. This list is reviewed at least half termly, although teachers can add or remove pupils at any time through consultation with the SENDCO. A detailed analysis of the list takes place termly.

### **Curriculum Access and Provision**

Children with additional needs learn best within their classroom with a teacher. In addition to this, they may be offered a range of other provision. This includes:

- in class support for small groups;
- small group withdrawal with TA;

- individual class support / individual withdrawal;
- educational interventions (focused programme to address an identified learning gap);
- supplying alternative learning materials/ special equipment – e.g. Clicker (software to support independent writing) , laptops
- provision of additional adult time in devising interventions and monitoring their effectiveness;
- staff development/training to undertake more effective strategies;
- access to Specialist Teaching and Educational Psychology Service.
- family support via the locality team.

### **Monitoring Pupil Progress**

Pupil's progress is monitored regularly through the use of existing school assessment information and classroom observations and sharing information through teacher/parent discussion forms at twice yearly meetings.

### **Liaison with Other Educational Settings**

When pupils move to another educational setting, the SENDCo will work with the family to offer support and ensure that a package of transition is put into place.

### **Professional Development**

The Senior Leadership Team will take active steps to ensure that all staff are aware and adhere to the vision, aims and outcomes stated in this policy.

An appropriate plan for staff training is based upon analysis of training needs and devised by the Senior Leadership Team.

### **Review of the SEND Policy**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Ratified by Governors

Review date October 2020