



Farnham Primary School



SEND Policy **Special Educational Needs and Disability**

Introduction

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having individual needs over and above those of their peers. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have an individual need either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with individual needs takes account of the type and extent of the difficulty experienced by the child. This policy operates alongside the Safeguarding Policy and the Inclusion and Intimate care Policies, and is updated annually.

2 Aims and objectives

The aims of this policy are:

- a) to create an environment that meets the needs of each child;
- b) to ensure that the specific needs of children are identified, assessed and provided for;
- c) to make clear the expectations of all partners in the process;
- d) to identify the roles and responsibilities of staff in providing for children's specific needs;
- e) to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- a) have different educational and behavioural needs and aspirations;
- b) require different strategies for learning;
- c) acquire, assimilate and communicate information at different rates;
- d) need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- a) providing support for children who need help with communication, language and literacy;
- b) planning to develop/extend children's understanding through the use of all available senses and experiences;
- c) planning for children's full participation in learning, and in physical and practical activities;
- d) helping children to manage their behaviour and to take part in learning effectively and safely;
- e) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special Educational Needs and Disability

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The 1981 and 1993 Education Acts instructed schools to distinguish between the different stages of assessment – mainly school-based for Stages 1 to 3, and multi-professional assessment for Stages 4 and above.

The 2014 SEND bill (September 2014) reinforces this and recognises educational need and disability are different.

In our school the SENCO:

- a) manages the day-to-day operation of the policy;
- b) co-ordinates the provision for and manages the responses to children's special needs;
- c) supports and advises colleagues;
- d) maintains the school's IN record;
- e) contributes to and manages the records of all children with special educational needs;
- f) liaises with feeder schools and transfers of pupils with SEN;
- g) manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- h) acts as the link with parents;
- i) maintains resources and a range of teaching materials to enable appropriate provision to be made;
- j) acts as link with external agencies and other support agencies;
- k) monitors and evaluates this provision and reports to the governing body;
- l) manages a range of resources, human and material, linked to children with special educational needs.

5 The role of the governing body

The governing body does its best to secure the necessary provision for any pupil identified as having extra individual needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with individual needs.

The governing body has decided that children with such needs will be admitted to the school in line with the school's agreed admissions policy.

6 Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs / Education Health and Care Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The teacher / setting manager discusses concerns with parents and SENCO to enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing early years and school practices.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators eg through the use of P Scales, Arbor, Early Years Development journal etc

The school uses a Range Model Guidance to respond to children's special educational needs:

Range 1: the class or subject teacher identifies and consults with the parents and SENCO; (Quality first teaching). All teachers have access to the Wigan QFT document which offers strategies in support of classroom practice for children with SEND.

Range 2: the SENCO takes the lead in gathering information and co-ordinating the provision in school, and the teacher and may be supported by outside agency involvement.

Range 3: the High Incidence Team or Education Psychologist may be consulted to complete observations and suggest actions to support the child. These may include formal testing or observations.

Range 4 and above: the LEA may issue a formal statement of special educational needs, known as an Education, Health and Care Plan or a short term My Support Plan which may or may not offer funding in cycles.

The LEA seeks a range of advice before making a formal statement. The needs of the child and views of parents are considered to be paramount in this. Parents will be consulted at all stages and written permission sought for any additional support.

8 Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- a) understand the relevance and purpose of learning activities;
- b) experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's needs. Lessons have clear learning objectives; differentiate work appropriately, and assessment is used to inform the next stage of learning.

Individual Provision Plans (IPP), which employ a small-steps approach, feature significantly in the provision that we make in the school. Class teachers will write and evaluate the plans at regular intervals during the year (at the end of term 1, 2, 4 and 6) or more often if appropriate. These will include small step targets to enable the child to access learning and the curriculum. These targets will be regularly evaluated, and updated as required, it should be noted that for some children the targets may include longer term goals as well as short term targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning, targeted children work in small groups, or in one-to-one situations outside the classroom, to help meet specific targets within their programmes.

Any children with additional needs for mobility or who may need support during an emergency such as an evacuation of the building will have a Personal Evacuation plan. This will be written by the SENCO at the beginning of the academic year but may be updated at any time during the year. Copies will go to the Office Manager and the class teacher. Children who have any additional physical or medical needs may need a personal care plan. This may be issued by Health services, and will be shared with the class teacher and stored in the file.

9 Partnership with parents

The school prospectus contains details of our policy for individual needs and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents. Further information on SEND provision in school, and links to the Local Authority offer for SEND is available on the School Website.

At all stages of this individual process, the school keeps parents fully informed and involved. The school takes account of the wishes, feelings and knowledge of parents at all stages. It encourages parents to make an active contribution to their child's education. Written parental permission will be sought to include their child on the Individual Needs Register. No external support may attend a child without written agreement from the parent.

Parents have the opportunity to meet to discuss new targets, any outside intervention, and share the process of decision-making by providing clear information relating to the education of children with individual needs.

The class teacher will be invited, where possible to attend any Annual Review alongside parents and the SENCO to discuss progress and targets for a child with an EHCP.

10 Monitoring and evaluation

The SENCO in consultation with the key teacher monitors the movement of children within the system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up the Individual Provision Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body. SENCO will undertake the SEND review at the end of the Summer term to review progress towards targets set out in the Action Plan and to set priorities for the following year. These will be shared with the governing body.

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