

FIRTHMOOR PRIMARY SCHOOL



Special Educational Needs and Disabilities (SEND)

Date to be reviewed: February 2018

This policy should be considered alongside other related policies within the school. Other related policies are:

Safeguarding and Child Protection Policy
Administering Medication in Schools
E Safety
Physical Intervention
Managing Allegations
Health and Safety
PSHE
Safer Recruitment

Introduction

This policy was reviewed and updated in line with the 0 – 25 SEND Code of Practice.

This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Good quality teaching is considered essential to ensure the best outcomes for pupils. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of the needs of all children and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims and objectives

The aims and objectives of this policy are:

- to promote the development of all children, ensuring learning opportunities and programmes are in place for all children to make good progress.
- to enable each person to achieve their full potential by identifying and supporting their needs, offering a broad and balanced curriculum that promotes equal opportunities for all the children within our school.
- to commit to narrowing the attainment gap between SEND and non-SEND students. This may include appropriate intervention and learning programmes developed on an individual needs basis.
- To enable children and their parents to participate fully in decision-making
- to actively engage with partner agencies in developing appropriate provision and supportive strategies.

- to encourage children to grow and develop their potential by allocating resources, enabling them to fully participate in the life of the school.
- to provide learning support in all areas of transition, ensuring support and continuity is provided across all Key Stages.
- to provide a staffing structure with clear lines of responsibility for SEND and ensure staff training is provided as appropriate.
- to promote effective communication within school by sharing examples of good practice and supporting colleagues by working together.
- to operate a system of assessment, record keeping, regular monitoring and effective feedback to support pupil progress.

Educational inclusion

In our school, we aim to provide choice to all our children, whatever their ability or needs. We have high expectations and aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

Teachers respond to children's needs by:

- differentiating tasks so that all children can access a broad and balanced curriculum
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through a multi-sensory approach and varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- providing clear marking and feedback so that children can take a pride in their successes and understand how to improve further
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special educational needs and disabilities

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children may have special needs either throughout or at some time in their school career. Children have a learning difficulty or disability if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

All children are assessed when they enter our school through age appropriate tasks, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

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As a school we recognise that early action to address identified needs is critical to future progress and improved outcomes that are essential in helping the child to prepare for adult life.

We work in partnership with parents to establish the support the child needs and follow a graduated approach with four stages of action: assess, plan, do and review.

Assess

Working with the school SENCO (Special Educational Needs Co-ordinator) and parents, the teacher or Early Years key worker carries out an analysis of the child's needs. The pupil's own views are considered as an important aspect of the information gathering process. This assessment is reviewed regularly. If there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other outside agencies.

Plan

Support and intervention is provided to meet the outcomes identified for the child. Where appropriate, parents are involved in reinforcing the provision or contributing to progress at home.

Do

Interventions or programmes are implemented, overseen by the class teacher with the support of the school's SENCO. Interventions may be different from or additional to those provided as part of the school's working practices.

Review

The effectiveness of the support is reviewed regularly. Parents are kept informed about the impact on progress and are involved in planning the next stage.

The cycle of action will be revisited in increasing detail and with increasing frequency to identify the best way of securing good progress.

Our 'Care Team' (Head and deputy head teacher, SENCO and Inclusion Officer) meet regularly to discuss pupil progress and co-ordinate the provision for pupils with special educational needs and disabilities. The team liaises with external support agencies, assesses the impact of intervention and is responsible for reporting to the governing body.

We will record, in a 'School Support Plan' the strategies used to support the children. The plan will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. The new strategies will often be implemented within the child's normal classroom setting. There are times when, however, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. The majority of children with SEN or disabilities will have their needs met within our school.

If a child continues to demonstrate significant cause for concern, despite interventions that are matched to the pupil's areas of need, the school will meet with family/carers to draw together a 'One Plan'. This plan is reviewed regularly (Assess-Plan-Do-Review). A referral may be made to other professionals who would undertake assessments as appropriate. If the outcomes on the 'One Plan' are not achieved, it may become necessary to make a formal request to the local authority to conduct an EHC (Education, Health and Care) needs assessment which may lead to an EHC plan.

Medical conditions

Individual healthcare plans specify the type and level of support required for pupils with medical conditions. Where children also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

Transition

SEN support includes planning and preparation for the transition between phases of education as well as preparation for adult life. Information is shared with another school when a child moves setting.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and has identified a governor to have specific oversight of the school's provision. The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. Together with the 'Care Team', the SEN governor monitors the impact of intervention for SEN pupils and prepares a report for the governing body.

The headteacher, as the 'responsible person' informs the governing body of how the funding allocated to support special educational needs has been implemented.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school.

Regular meetings are offered to parents each term to discuss progress. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. An annual report is provided for parents in the Summer term.

Pupil participation

We encourage children to take responsibility and to make decisions. This is part of the ethos of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets and in review meetings. Children are encouraged to make judgements about their own performance against their targets.

Monitoring and review

Pupil progress meetings are held regularly with senior leaders and class teachers to discuss all individual pupils and strategies for raising attainment. Our 'Care Team' monitors the progress of SEN pupils and provides staff and governors with regular feedback on the impact of interventions.

This policy will be reviewed every 2 years or earlier if necessary

