

Mareham Le Fen Church of England Primary School
Special Education needs and Disability (SEND) Policy



Introduction

This policy sets out our vision and principles for children and young people with special needs and disability (SEND). It complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 (part 3) and the Working Together to Safeguard children (2013). The school also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice : 0 to 25 years (2014 revised 2015).

Copies of the policy are available on request and are published on the school's website.

Vision

At Mareham LE Fen CE Primary School we aim to create a friendly, inclusive environment as a caring family Church School believing that God is the thread that pulls us together as one community moving forward into the wider world.

We aim to give everyone rich and varied opportunities to develop a sense of confidence, self-respect, a delight to seek within and wonder why . We strive to provide a safe, secure, stimulating and welcoming environment, where everyone is valued, supported enabling all to reach their full potential, to live happy and fulfilling lives developing resilience to meet life's challenges. We value the uniqueness of everyone and work hard to nurture everybody's individual character and talents.

We aim to develop our children – physically, socially, mentally, culturally and spiritually to embrace lifelong learning with a sense of awe and wonder in order to make a positive contribution to the local and wider community. Our Christian values shape how we behave, what we say, how we build relationships and how we learn. Our curriculum is designed to help each child to develop a love and independence for learning whilst achieving academically across its breadth. We seek to significantly improve the quality of learning and life experiences of pupils in our school, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum that ensures the best possible progress for all our pupils, whatever their need or disability, so that all pupils gain the best possible outcomes and are well prepared for the next stage in their life.

The objective of our SEND Policy is to improve the learning and raise the achievement of pupils with special educational needs and disabilities in accordance with the Department of Education and Department of Health SEND Code of Practice January 2015.

Pupils may experience learning difficulties at some point during their education.

These difficulties may be short or long term. There are four areas of need as set out in the SEND Code of Practice (2015) are:

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional Development
- Sensory and / or physical

Our 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. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. 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. Such children may need additional help or different help from that given to other children of the same age.

Our SEND Policy aims to meet those difficulties by:

- building partnerships between home and school and ensure pupils and their parents are treated with respect and have their views considered.
- identifying, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice.
- Meeting the needs of children with SEND in the mainstream classroom
- Considering the views, wishes and feelings of the pupil will be considered.
- Involving parents as they have a vital role to play in supporting their child's education.
- Offering a broad, balanced and relevant education, including an appropriate curriculum, to children with SEND
- By working closely in partnership with outside agencies

The Disability Discrimination Act (1995) 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.

Admissions

The school supports the guidance in the Admissions policy which sets out that all pupils are treated fairly on application for admission. The Accessibility plan outlines how Mareham Le Fen CE Primary School will consider any issues which may be barriers to pupils' participation in school life.

Definitions-

Special Educational Needs and Disability (SEND):

Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.

Learning difficulty (LD):

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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 mainstream schools

Special Educational Provision is defined as:

Educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEND Coordinator (SENCO):

This is a member of the leadership team at the school who has responsibility for coordinating SEND provision.

Special educational needs & Educational inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We 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.

Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, 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.

Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with the teachers to plan appropriate support. Targets are set and reviewed termly and shared with parents and children.

If a child is identified as needing support from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies and an enhanced level of support. The new strategies will, wherever possible, be implemented within the child's normal classroom setting.

We will make records of the strategies used to support the child. These will show short-term actions and any teaching strategies used. In most cases reviews will take place once a term.

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.

If the child continues to demonstrate significant cause for concern, a referral for a statutory assessment an Education Health Care Plan (EHCP) will be made to the Local Authority (LA) by the SENCO with support from parents. A range of written evidence about the child will support the request.

The LA seeks a range of evidence before giving an EHCP. The needs of the child are considered to be paramount in this.

Pupils known to have SEND

If a pupil is known to have SEND when they arrive at the school, the Headteacher, SENCO, and class teacher will:

- Use information from the pupil's previous school to provide starting points for the development of an appropriate curriculum for the student.
- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do, are maximised.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents in developing and implementing a joint learning approach at home and in school.

Responsibilities

The responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating the provision for and manages the responses to children's special needs
- Liaising with the relevant designated teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Supports and advises colleagues and contributes to the professional development of all staff.
- Monitors the EHCP plan termly and holds an Annual Review and ensures plans are carried out correctly
- Ensures that termly reviews are held for pupils with SEND

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in school.
- Have overall responsibility for the provision and progress of pupils with SEND within school.

- Ensure that the current SEND Report and policy are available on the school's website.
- The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Governing Body will:

- Have SEND as an area for focus visits.
- Meet with the SENCO and pupils to discuss SEND provision in school.
- Complete records of visits which are shared with the headteacher and SENCO

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- 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.

Provision Graduated approach

The SEND Code of Practice (2015) recommends a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The school's approach is explained in the diagram (Fig. 1) and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**

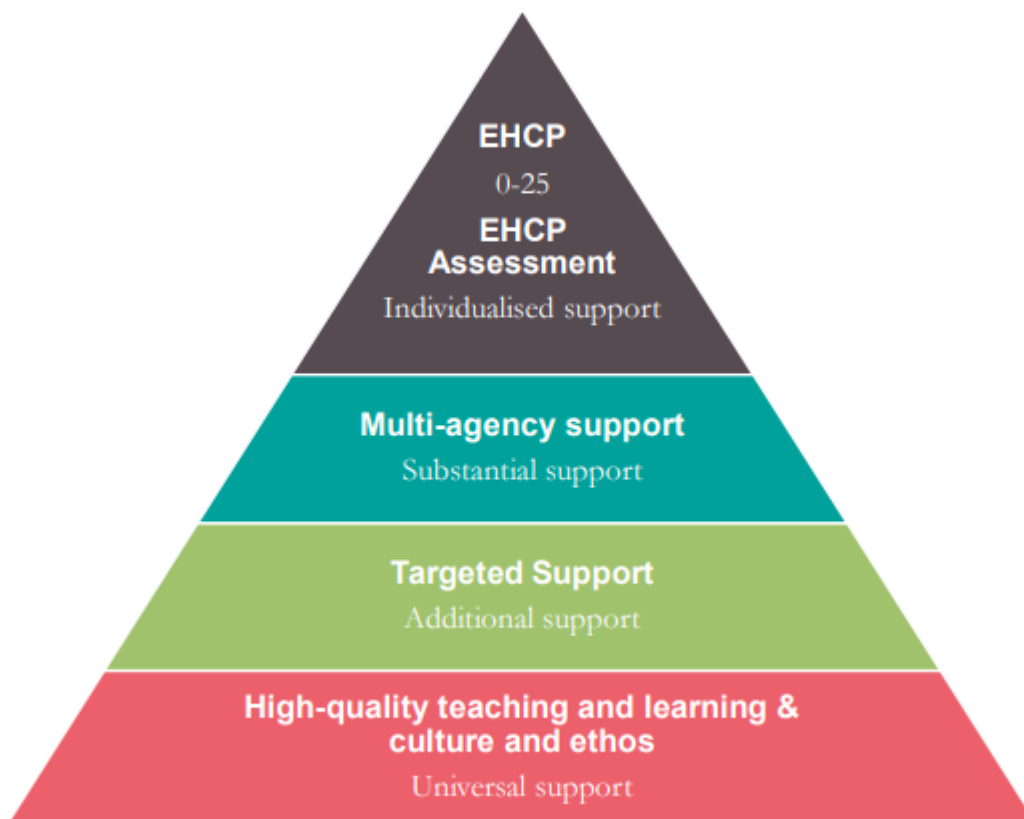


Fig.1: School's graduated approach to supporting pupils with SEND.

Stage of provision	Action involved
Assess (identifying need)	In identifying a pupil as needing SEND support, the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs in association with the four areas of need.
Plan (planning how to meet the need)	The teacher and SENCO should agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review. Creating SMART targets. Graduated Approach Plans will be put in place.
Do (implementing identified arrangements)	The class teacher will remain responsible for working with the pupil. The SENCO will support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
Review (reviewing progress and revising targets, including views of pupils and parents)	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents.
Involving specialists	Where a pupil continues to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists after discussing the matter with the pupil's parents. If no progress is being made, a request for an

	Education, Health and Care Needs assessment can be made to the Local Authority by the Headteacher/parents/ services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy. The Local Authority meets and reviews advice and reports from professionals. EHC assessments will apply to very few pupils.
Education, Health and Care Plans (EHCPs)	The Local Authority issues EHCPs based on evidence provided by above agencies. EHCPs are reviewed annually.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers 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 disabilities, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

Monitoring, evaluation and review

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff, governors and parents with a report on the effectiveness of the school's work on behalf of children with SEND. This report is available on the school's website.

This policy will be reviewed annually.

This policy links to our other policies including:

- Accessibility Plan
- Child Protection and Safeguarding Policy
- SEND information report
- Administration of Medicines Policy
- Whole-school Equality Policy
- School Behaviour Policy