



Pendock CE Primary School

Be the best that you can be

Special Educational Needs & Disability Policy

We aim to enable and encourage all those connected with Pendock school to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

Our Current Special Needs Co-ordinator is Mrs Jo Evans

Our Governor responsible for SEN is Rev. Julie James

Definition of Special Educational Needs & Disability (SEND)

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A disability is a physical or mental impairment which has a long-term and substantial adverse effect on a child's ability to carry out normal day-to-day activities.

The Code of Practice names four areas of Special Educational Needs:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

A child may have barriers to learning in one or more of these areas which may have minor or significant implications for their learning. In order for these to be identified accurately children are placed into the following waves to ensure a graduated response to their needs. (See SEN Information Report, Appendix 1, for a sample of some of the strategies for supporting children in these areas.)

Wave 1: includes high quality, well differentiated, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. The majority of pupils will and can make progress through this whether they have additional needs or not.

Wave 2: involves specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Activities are often targeted at a group of pupils with similar needs. Both teachers and TAs lead/

support interventions and what the children have been working on feeds back into their other areas of learning.

Wave 3: targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. Children with the most complex needs will be supported by an Education, Health and Care plan (EHCP).

Assessment of individual needs; careful planning to address these needs; monitoring of the activities the child has participated in; and reviewing the next steps for learning, support the progress and attainment of the child with additional needs at our school.

Objectives

- To provide an environment where barriers to learning and participation are reduced to a minimum.
- To ensure children feel respected, confident and able to succeed.
- To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- To develop our links with the wider community and external agencies through co-operation, involvement and consultation thereby fostering an ethos of inclusion.
- To recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.

Aims

Our SENDCO is responsible for co-ordinating and reviewing the progress of children with SEN. However, everyone at Pendock Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be fully included in all aspects of school life. (See Appendix 2 for contact procedure of those responsible for ensuring the progress of children with SEND).

Our policy reflects the concept that all members of our community are respected and receive opportunities to help them achieve their potential through high quality teaching and learning, support and encouragement; and a broad and balanced curriculum which is relevant to their needs. Emphasis is placed on recognition of the child's particular strengths and interests and the development of high self-esteem. We believe that every teacher is a teacher of special needs/Disability.

In order to meet these needs we:

- Identify those children who have SEND as soon as possible. Identification may arise from many sources: teachers, parents, school nurse, teaching assistant or social services. It is most likely to be noted early in the Infant class but could arise later through trauma, new admission or a lack of progress and attainment. Observation both in and out of the classroom will be the primary method of identification and assessment of needs and will be used at any time in the child's school career. Reference will be made to medical records and the findings of other professionals as appropriate.
- Provide intervention at a suitable level when a child is identified as having SEND. (See appendix 1 for a range of strategies)
- Use a variety of teaching styles, and cater for different learning needs to allow children with SEND to access the National Curriculum.
- Use resources effectively to support children with SEND.

- Assess and keep records of the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEND.
- Support the Every Child Matters agenda within the school.
- Provide for the needs of the children within the classroom environment as far as possible. (However, we recognise there may be occasions where learning may need to involve participation in a small group exercise in a different environment or on a 1:1.)

Responsibilities for Ensuring Progress and Attainment

(See appendix 2 for contact procedure)

The Role of the Class teacher

The class teacher is fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. He or she is responsible for assessing children, differentiating appropriately in his or her teaching and devising suitable plans where necessary. He or she should liaise with parents and the SEND Co-ordinator if it is felt there is any cause for concern. He or she is responsible for the initial identification and registration of a child's SEND and must gather records of the nature of the concern, action taken, targets set and review procedures.

The Role of the SEND Co-ordinator

Working with the child's class teacher, the school's SEND Co-ordinator will assist in gathering information and for co-ordinating the child's special provision. She will ensure the day to day operation of the school's policy. She will liaise with and advise colleagues, maintain the school's SEND register and oversee the records on all SEND pupils. Her responsibilities will include liaison with parents and external agencies, in consultation with the Headteacher.

The Role of the Governor

The role of SEND Governor is to liaise with the Headteacher / SENDCO and to question and challenge the progress and monitoring of children with SEND.

The Role of Parents

Parents will be consulted and involved in the identification, assessment and provision of their child's special needs at all stages. In addition, the parents of a child with SEND will be invited to contribute information when an expression of concern has arisen from any source, as follows:

- Their views of the child's health and development
- Their perception of the child's performance, progress and behaviour at school
- Factors contributing to any difficulties
- Action the school might take

Parents will be encouraged to play an active partnership role with the school in supporting their child. They will be able to contribute to the setting of realistic targets, monitoring and reviewing of such a plan.

The Role of the Child

Where appropriate, the child will be encouraged to participate in the decision-making about provision for his or her SEND. His or her views in identifying difficulties, setting goals, monitoring and reviewing progress will be sought and treated sensitively. Great emphasis will be placed upon the involvement of the child and the improvement of his or her self-image and self-confidence. Where appropriate, he or she will complete self-assessment activities and suggest targets for the future.

The Role of Other Agencies

There are many external agencies which the school can contact for advice, resources, monitoring and assessment when more specific support is needed. They may include Learning Support, Educational Psychology, Complex Communication Difficulty, Behavioural Support teams, Paediatricians, Visual/Hearing Impairment teams, Child and Mental Health Support Colleagues, and Physios.

Admission Arrangements

We believe that as individuals all children have their own special needs and we will endeavour to cater for a full range of abilities. We are sympathetic to different types of learners. On admission, documentation received relating to an individual child's needs will be noted and appropriate action will be taken to continue to meet those needs.

We aim to make the transition to High School as smooth as possible for all children through on-going liaison between staff in the respective settings and through visits for the children, especially Year 6. We place high value on our frequent cluster activities which ensure a friendly face in the new environment. Relevant documentation pertinent to the child's SEND will be forwarded to his or her new school together with his or her other individual records.

(See appendix 3 for Frequently Asked Questions)