

Moulton Chapel Primary School
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Special Educational Needs & Disability Policy



Introduction:

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others may be more permanent. They may be mild, requiring minimum support, but others may be serious, and require longer term intervention and greater support. There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical development

In this policy we aim to detail how we aim to make provision for all such children at Moulton Chapel.

Our aims are:

- to work in partnership with children and their families at every step of the SEND process
- to provide a happy, friendly, secure and inclusive environment in which children can develop intellectually, emotionally, socially and physically
 - to ensure that all children experience a broad balanced curriculum
 - to assess and cater for the needs of each child
 - to make clear the expectations of all partners in the process
- to identify clear roles and responsibilities of staff providing for children's special educational needs

Educational Inclusion

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

The School Offer

From the 1st September 2014, our school website will display all the current support available to your child at our school. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child.

There is also a link directing you to Lincolnshire's Local Authority website to show you what support is available within the county to support you and your child.

Special Educational Needs Provision at our school

The SENDCo is responsible for coordinating provision. The SENDCo fulfils the role as described in the Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), namely to be responsible for:

- Writing and reviewing the SEND policy
- Overseeing the day to day implementation of the SEND policy and resources
- Maintaining the SEND spectrum

- *Overseeing the records of all children with SEND*
- *Liaising with and advising fellow teachers*
- *Liaising with parents, outside agencies and other schools*
- *Co-ordinating provision for children with SEND*
- *Monitoring and reviewing Active Learning Mats and Education, Health and Care Plan (EHC) targets*
- *Organising and leading annual reviews of Education, Health and Care Plan (EHC)*
- *Setting up and monitoring in-class support and intervention programmes*
- *Supporting Teaching Assistants*
- *Contributing to in-service training*
- *Administering submissions for special arrangements for statutory testing*
- *Contributing to professional development of colleagues in areas of SEND support*
- *Advising on all aspects of differentiation, teaching and learning styles and resourcing*

Class teachers are responsible for:

- *Identifying pupils who require extra or different support in class, raising initial concerns and consulting SENDCo for advice and support*
- *Differentiating activities for all pupils, including more or less able children*
- *Consulting and implementing targets on IEPs*
- *Writing new IEPs in consultation with the children and parents*
- *Monitoring individual progress*
- *Managing teaching assistants in their classroom on a day to day basis*
- *Liaising with parents and outside agencies when appropriate*

Teaching Assistants will support the pupil and teacher by:

- Implement an individual or group of pupils' access to and progress in the curriculum, including focused work directed by the teacher
- Implementing activities designed to achieve targets on their IEPs
- Encouraging and promoting pupil independence
- Liaising with teachers and SENDCo, giving feedback and suggesting development
- Work with individuals or groups of pupils
- Carrying out a specific teaching programme
- Helping to prepare resources and adapting materials

The Governing Body will ensure that:

- The SEND policy is implemented fully
- A governor with responsibility for SEND is appointed – **Mrs Nikki Fraser**

Identification, assessment and provision

The procedures followed for the identification, assessment and provision of pupils with special educational needs are determined by statutory requirements under the Revised Special Educational Needs and Disability Code of Practice: 0-25 years (September 2014), recognising that there is a continuum of SEND and that it is our responsibility to respond appropriately, seeking outside help where needed.

On entry, pupils' needs are identified through medical records, any previous school records (where applicable) and through discussion with parents. All children are assessed by their class teacher soon after they enter the school and additional needs are therefore identified as early as possible. Assessment of each child is also part of the on-going process of monitoring individual progress. Staff will always consider the child's and parents' wishes and feelings.

In order to track pupil progress class teachers use the school tracker and have Pupil Progress meetings, termly, to discuss the subject needs and progress of pupils who may require extra help. Looked After Children with additional Special Educational Needs will also be identified on the Special Educational Needs Register. The SENDCo will discuss individual pupils' needs with parents and staff at each stage and consult outside agencies and inform the County Council at the appropriate stage.

We use the following methods/tests to help us assess and monitor the special educational needs of our pupils:

- teachers' on-going monitoring of progress with the National Curriculum
- appropriately chosen diagnostic standard assessment by STT/SENDCo/EPS
- statutory end of Key Stage assessment
- Baseline assessments
- School Tracker
- Reading Tests

The class teacher is responsible for the implementation of the IEPs to address the child's needs. The class teacher and SENDCo are responsible for the Special Educational Needs provision.

In our school we try to ensure that all pupils have access to the full curriculum by adjusting:

- teaching style
- presentation of task
- the difficulty of the tasks given
- the amount of initial teacher input
- the amount of adult support
- the ways in which our pupils can respond and give evidence for their learning,
e.g. use of tape recorder, laptop, more structured worksheets, etc.
- the groupings within the classroom

The teacher will prioritise the child's needs and set SMART targets. The SENDCo and specialist teachers will offer advice regarding target-setting.

If it is considered that the child's needs are not being met by resources and provision within the school, the SENDCo will request the intervention of other agencies outside of school, with the consent of parents. These include:

- Specialist Teaching Team (STT)
- Educational Psychologist Service
- The Lincolnshire Teaching and Learning Centre Pathways Outreach (TLC Outreach)
- Speech and Language Therapy Service (SALT)
- Sensory Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Family GP
- Specialist Social Communication Outreach Teacher

- Physiotherapy Service
- Occupational Therapy Service
- Educational Welfare Officer

Area Referral Meeting

In some cases a decision may be made to request a multi-disciplinary assessment (MDA).

Using County's proforma, the SENDCo is required to submit evidence of all efforts made to manage and support the pupil's learning at each stage and to make the case for further support.

This information is collated by the Special Needs Area Panel and discussed at the Area Referral Meeting (ARM), when a decision is made as to whether or not an Education, Health Care (EHC) Plan (replacement for statements) of Special Educational Needs is necessary.

Education, Health Care Plan

Based on the evidence submitted to ARM, and after deliberation of reports from the other agencies involved, the Special Needs Panel write an EHC plan of Special Educational Needs for the child and fund the necessary provision which will vary according to need. The EHC plan is a legal document and is reviewed annually.

Review

The HT and teaching staff will review this policy in September 2016. Any amendments will be presented to the Governing body for approval.