



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES **(SEND) POLICY**

INTRODUCTION

All schools have a duty to identify and support all children with special educational needs and disabilities. This policy has been written to comply with the Special Education Needs and Disability Code of Practice: 0 to 25 years, 2014; the Equality Act 2010; and the Children and Families Act 2014. It also addresses the UN Convention on the Rights of the Child, Articles 12 and 13 (taking children's views into consideration) and Articles 7 and 24 (the inclusive education of disabled children and removal of barriers).

This policy is the response of Biggin C.E Primary School to the LA's Local Offer (<https://www.localoffer.derbyshire.gov.uk/home.aspx>). This sets out information about provision available across education, health and social care for children and young people in Derbyshire who have SEN or are disabled, including those who do not have Education, Health and Care Plans (EHCP).

DEFINITION OF SEND

A child has special educational needs if they have a significantly greater difficulty in learning than the majority of others of the same age or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (taken from the Definition of Special Needs (SEN), Children and Families Act, 2014).

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. This may include:

- Speech, language and communication needs
- Moderate, severe or profound and multiple learning difficulties where children learn at a slower pace or have complex learning difficulties
- Social and emotional difficulties including attention deficit disorders
- Sensory and/or physical needs including vision and hearing impairment

The school also has a duty to support pupils with medical conditions as specified in their individual healthcare plans.

AIMS OF THIS POLICY

- To enable all children to achieve their potential and flourish
- For all children to become confident individuals
- To help children make a successful transition to the next level of education and into adulthood
- To ensure that a child with SEN gets the support they need
- To ensure children with SEN engage in a full range of school activities alongside other pupils
- To ensure the views of the child are taken into account when considering the provision provided for them
- To ensure the school works effectively with parents
- To ensure the school work closely with external support agencies where appropriate
- To ensure all staff have access to training and advice to support quality teaching and learning for all pupils.

We have high expectations for all in school and aim that all will achieve their best potential and flourish. We see all learners and potential learners, and their parents and carers, as of equal value whether or not they are disabled; whatever their ethnicity, culture, religious affiliation, national origin or national status; whatever their gender and gender identity; whatever their sexual identity.

IDENTIFICATION AND PROVISION

All children are entitled to full and equitable access to the National Curriculum and high quality teaching. Teaching activities should have clear learning objectives and planned differentiation to enable all children to access activities successfully. Children should know that their contribution to school life is valued and their achievements should be celebrated and rewarded.

Each pupil's current skills and levels of attainment are assessed on entry and regularly throughout each year. Class teachers seek to identify pupils making less than expected progress given their age and individual circumstances as soon as possible. This may be characterized by progress which:

- Is significantly slower than the rest of the year group
- Is below the child's previous rate of progress
- Fails to close the attainment gap
- Widens the attainment gap

Initially this will be addressed by the teacher focusing on additional support, differentiation of work and interventions. If the child does not show signs of improvement, the class teacher, aided by the SENCo, will assess for SEND.

Support for SEN will be through a *Graduated Response*. High quality teaching should always be the first step in supporting children with SEND. The graduated response is a cyclical process involving assessing needs, creating an agreed plan, completing the plan and reviewing for progress and next steps.

Support and further advice will be taken from the Educational Psychologist or other external support services. We will work closely with parents to agree planned assessment and support, and take seriously any concerns raised by parents. The views of the child will be sought in an age-appropriate way.

The needs of most children with SEND will be met within school. This level of support is called SEND Support. They may have a School Individual Education Plan or follow a particular intervention programme. However, if children have more complex needs, they may be assessed for an Education Health Care Plan (EHCP).

Additional support and interventions will be assessed regularly for impact and quality. Where a pupil has an EHCP, it will be reviewed at least every twelve months.

We will use our Accessibility Plan to help us plan for reasonable adjustments to the property, curriculum and accessibility of information.

We will liaise closely with any school the child may be moving to so that the transition can be made as easily as possible.

Within the constraints of the school budget, we will aim to provide the necessary resources so that the needs of all children can be met. The SENCo will collate a provision map for SEND through discussion with teaching staff to ensure needs are being met and resources managed effectively.

When children are taken away from normal classroom activities for additional intervention work within their planned provision, staff will ensure that children do not miss out on accessing a broad and balanced curriculum overall and that time away from peers and classroom learning is kept to a minimum.

ROLES AND RESPONSIBILITIES

The named person responsible for ensuring that this policy and the requirements of the Code of Practice are fully met in school, is the Head Teacher/SENCo, Teresa Nicholls.

The SENCO (Special Educational Needs Coordinator) will:

- Manage the day-to-day operation of this policy
- Ensure pupil progress meetings are regularly held with teaching staff to ensure early identification of needs
- Ensure the SEND register is up to date and accurate
- Coordinate the provision for children's SEND and complete a provision mapping of resources and needs and seek support from external agencies as required
- Support and advise colleagues
- Plan and ensure appropriate SEND training is available to staff
- Ensure records of all pupils with SEND are up to date
- Manage the school-based assessment and complete the documentation required by outside agencies and the LA
- Liaise with parents to hear and discuss concerns, agree plans and review external agency assessments and plans
- Manage and maintain resources and a range of teaching materials to enable appropriate provision to be made
- Act as the link with external agencies and other support agencies
- Liaise with Early Years providers to meet needs of children entering school
- Oversee the transfer to secondary education and provide information and records of SEND
- Monitor and evaluate the SEND provision and report to the governing body
- Write the SEND Information Report, update it as required (at least annually) and ensure it is published on the school website
- Undertake regular and relevant training

Class Teachers will:

- Be responsible for working with the child on a daily basis and will provide focused quality teaching to all pupils.

- Assess pupil progress to identify those at risk of falling behind
- Contact the SENCo when they have concerns about a child
- With the SENCo plan an intervention strategy and deliver targets identified on an IEP or through a specific programme of work
- Report progress or further concerns to the SENCo.

Teaching Assistants will:

- Give additional support to children during normal class activities
- Follow the intervention strategy under the direction and supervision of the class teacher
- Follow additional programmes of support as directed by external agencies

Parents will:

- Be notified of any concerns the school may have over the progress of their child
- Be consulted on any adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behavior as well as a review date
- Meet with the class teacher and SENCo at least 3 times a year.

Children will:

- Be consulted on their views at all stages in an age-appropriate way
- Contribute to setting goals and reviewing progress
- Be involved in transition planning

The Governing Body will:

- Ensure there is a properly qualified SENCo in place.
- Receive a report annually from the SENCo on the implementation of this policy in order to develop and monitor its impact
- Ensure sufficient resources are available from the school budget and that the budget is used appropriately.
- Ensure children with SEND are accessing a broad curriculum and are part of the whole school community.
- The Governor responsible for SEND is Julia Hewgill.

ADMISSIONS

Biggin C of E Primary School is proud to be an inclusive school. Children with special educational needs have the same rights of admission as other children. The school follows the Derbyshire County Council's Admissions Policy.

COMPLAINTS PROCEDURE

Should pupils or parents/carers be unhappy with any aspect of provision, they should discuss the problem with the class teacher in the first instance. They may also ask for an appointment with the SENCo/Head Teacher or the Governor responsible for SEND if they prefer. The LA Parent Partnerships is available to offer advice.

In the event of a formal complaint, the procedures outlined in the Complaints policy should be followed. This is available on the school website and a paper copy may be obtained from the school office.

SAFEGUARDING

Children with SEND can form one of the more vulnerable groups in society. It is the responsibility of all staff to report any concerns to the Headteacher or Deputy Designated Person, and to be extra vigilant in terms of Health and Safety regarding these children.

MONITORING AND REVIEW

This policy will be monitored and reviewed annually by the Governing Body.

Signed :.....Chair of Governors