



Special Educational Needs and Disability (SEND) Policy

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Special Educational Needs and
Disability (SEND) Policy
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1. Introduction

- 1.1. This policy was reviewed and updated in line with the Code of Practice July 2014.
- 1.2. This 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.
- 1.3. 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 or different help from that given to other children of the same age.
- 1.4. Children may have special educational needs either throughout or at any time during their school career. 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.

2. Aims and objectives

- 2.1. The aims of this policy are:
 - to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;

- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3. Educational inclusion

3.1. 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.

3.2. Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and 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.

4. Special educational needs

4.1. Children with special educational needs have learning difficulties that call for special provision to be made. All

children may have special needs at some time in their lives. Children have a learning difficulty 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 children of the same age;
- they are under school age and fall within the definitions above.

- 4.2. Some of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed throughout their early years, or with pupils joining after Reception class – upon entry, 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.
- 4.3. 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 a graduated approach as recommended in the Code of Practice 2014. 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 informed and draw upon them for additional information. The Special Educational Needs Co-coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.
- 4.4. The SENCO for St. George's School is Karen Newman.
- 4.5. We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP 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.
- 4.6. If the IEP review identifies that support is needed from

outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being introduced. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

4.7. In our school the SENCO and or teacher:

- overlooks the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the Head Teacher
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

5. Allocation of resources

- 5.1. The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including in some exceptional cases where there are severe and complex needs an EHCP (education, health and care plan.)

6. Assessment

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

- 6.2. The class teacher and the SENCO and/or Head Teacher assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 6.3. The class teacher/SENCO/Head Teacher work closely with parents to plan an appropriate programme of support.
- 6.4. 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.

7. Access to the curriculum

- 7.1. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
 - understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 7.2. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 7.3. Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children with special educational needs will have an IEP.
- 7.4. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

8. Partnership with parents

- 8.1. 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.

- 8.2. We have regular meetings each term to share the progress of special needs children with their parents. 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.

9. Pupil participation

- 9.1. In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.
- 9.2. Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

10. Monitoring and evaluation

- 10.1. The SENCO/Head Teacher monitors the movement of children within the SEN system in school.
- 10.2. The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area.
- 10.3. The Head Teacher and SENCO review this policy annually and consider any amendments in the light of the annual review findings.

11. The Local Offer

- 11.1 The local offer is a guide to the support and services available for children and young people with special educational needs and disabilities (SEND) 0-25 years.
- 11.2 The local offer will provide up to date information about what is available and how to access it.

- 11.3 If you click on the link below it will take you to the Central Bedfordshire website page giving you all the information you need about their local offer.

[SEN and Disability](#)

9 May 2016
Patricia Plater, Principal