



Shincliffe CE Primary School SEND Policy

**Adopted: September 2022
Review: September 2023**

INTRODUCTION

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our School Ethos Statement which states:

“Every member of the school community is valued as a child of God, made in his image and likeness. All are welcome and are encouraged to use their gifts and talents to contribute to the happy and caring environment we strive to create.”

School Ethos Statement

This document is a statement of the aims and intentions of Shincliffe C. of E. (Controlled) Primary School for the education and teaching in the School, of children who have Special Educational Needs.

In Shincliffe Primary School, we recognise that all children are different. We value the abilities and achievements of all our pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding, and enabling each pupil to achieve his / her potential.

This document is drawn up in consideration of the Special Educational Needs and Disability Code of Practice 0-25 years (2015).

The implementation of this document is the responsibility of all teaching and non-teaching staff.

DEFINITION

In accordance with the Special educational needs and disability code of practice 0-25 years (2015), we recognise that:

Children have special educational needs if they have:

- 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 or mainstream post-16 institutions

AIMS

Our aims for children with Special Educational Needs and disability within Shincliffe School are:

- to value the views, wishes and feelings of the child or young person, and the child's parents
- to recognise the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

- to provide high quality first teaching of a broad, balanced, relevant and differentiated curriculum, and raise standards for each of the pupils taught within the school
- to provide a caring environment in which every child is valued for their social and academic contribution and in which individual differences are respected and valued

ENTITLEMENT

Shincliffe School recognises that pupils with special educational needs and disability, share with all pupils an entitlement to procedures aimed at enabling them to reach their full potential, to be included fully in their school community and thus eventually to make a successful transition to adulthood.

All children are entitled to be shown personal respect by the valuing of their individual contribution to the curriculum and all other aspects of general school life.

All teachers are entitled to be given help to develop the necessary understanding by which they can identify, assess and provide for pupils with Special Educational Needs and disability. This may include professional guidance from outside agencies with the aim of securing understanding and knowledge of children's needs and be provided by Physiotherapists, Occupational Therapists etc. in line with the school development plan and within the parameters of the school budget.

IDENTIFICATION AND ASSESSMENT

Initial identification may arise as a result of concern, with evidence, from initial contact with pre-school settings or expressed by the child's parents, teacher or professionals outside of Shincliffe School.

The evidence for concern may arise from assessments within the National Curriculum, or as a result of the School's use of standardised assessment procedures.

Once concern has been expressed, this will be followed by structured classroom observation, use of screening and diagnostic tests, as appropriate and completion of a 'short note'. During each form of assessment, a full dialogue with parents and pupils will be maintained, and their opinions on our findings sought. For those requiring further input, and after discussion with parents and the pupil involved, support plans will be written following an assess, plan, do, review format.

Where a more specific or detailed assessment is required, full use will be made of outside agencies, educational psychologists, speech and language therapists, peripatetic learning support teachers and advisory teachers.

The results of their assessments and recommendations will be treated as confidential and stored in the child's SEN folder, but can be accessed as necessary with the Headteacher's permission.

The child's current levels of attainment as determined by these measures, will be used to determine a graduated form of response. Initially the School's response will normally be the short note, followed by support plans. For a few, Education Health Care Plans (EHCP) may be needed.

PROVISION

Responsibility for co-ordinating the day to day provision of pupils with Special Educational Needs at Shincliffe School lies with the Special Needs Co-ordinator (SENCO).

Admission arrangements for children with Special Educational Needs who do not have an EHCP, will be as for other children, and in accordance with the School's Admission Policy.

Children with an Education Health Care Plan whose parents wish to have that child educated in the mainstream education will be considered alongside their peers, unless the child's inclusion would be incompatible with the efficient education of their children.

Special educational facilities are funded according to need.

ACCESS

The School is on one level, and access to all areas of the School by pupils who are disabled is available. A toilet for pupils who have disabilities is available.

Provision for access by pupils with Special Educational Needs to a broadly based and balanced curriculum as directed by the National Curriculum and Foundation Stage, is made by the class teacher in consultation with the SENCO. Activities, differentiated by need, may be specified in the Support Plans and in weekly planning.

Pupils with Special Educational Needs and Disability are taught alongside their peers, whenever it is possible to do so. Withdrawal takes place sensitively for specific difficulties which cannot be covered in the classroom, and does not limit access to a complete and balanced curriculum.

RESOURCES

Teaching of pupils with Special Educational Needs and Disability is the responsibility of the Class Teacher, in conjunction with the SENCO.

Staffing provision for children with an Education Health Care Plan may be part funded through the LA from Central Fund for LSS.

Special Needs Resources are planned for in the School Budget, which is controlled by the Headteacher in agreement with the governors. This planning is in-line with the School Development Plan, and within the parameters of available funds. The ordering and organisation of Special Needs resources is the responsibility of the SENCO who identifies needs in consultation with the Class Teacher, LSA and the Headteacher.

School material resources are stored centrally, accessed by and through the Special Educational Needs support Staff. Resources provided within one class will usually be available to all staff, for the provision of differentiated activities.

REQUIREMENTS AND EXPECTATIONS

The Class Teacher

It is the Class Teacher's responsibility to :

- take overall responsibility for the teaching of the special needs pupil in the classroom and deliver first quality teaching
- liaise with parents of children with SEN

- plan provision alongside support services
- complete and implement short notes and support plans.

The Special Needs Co-ordinator (SENCO)

It is the SENCO's responsibility to :

- co-ordinate the day-to-day operation of the SEN policy
- liaise with and advise fellow teachers
- co-ordinate provision for pupils with Special Educational Needs
- maintain the School's SEN register and oversee the records of all pupils with Special Educational Needs
- co-ordinate and liaise with external agencies including the educational psychology service and other support agencies, the health and social services and other voluntary bodies
- liaise with parents of children with SEN
- contribute to in-service training of staff.

The Headteacher

It is the Headteacher's responsibility to :

- manage the day-to-day provision for children with SEN
- ensure the implementation of the special needs policy
- maintain channels of communication for benefit of the pupil
- liaise with external agencies including the educational psychology service and other support agencies
- organise the Education Health Care Plan review meetings.

The Parents

It is the Parent's responsibility to :

- ensure that the child is receiving an education appropriate to his or her age, ability and aptitude
- share with the school any concerns which they may have concerning provision for their child's education
- be involved in the identification, recording and monitoring of pupils who may have Special Educational Needs
- attend annual review meetings for children who have an Education Health Care Plan
- take an active role in supporting home-school schemes.

The Governors

It is the Governors' responsibility to :

- do their best to ensure that necessary provision is made for any pupil with Special Educational Needs
- ensure that when the School has been informed of a pupil's Special Educational Needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the School are aware of the importance of identifying and providing for those pupils who have Special Educational Needs
- ensure that a pupil with Special Educational Needs joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

MONITORING AND EVALUATION

Provision for monitoring and evaluating children's progress is made within the School's planned assessments for all areas of the National Curriculum.

Monitoring of a pupil's Special Educational Needs occurs on a termly basis, within the review element prior to new support plans being drawn up.

The success of the Special Educational Needs policy of Shincliffe School will be evaluated according to the following criteria :

- the culture, practice, management and deployment of resources is designed to ensure all children's needs are met
- the LA and School work together to ensure that any child's SEND is identified early
- the School displays best practice
- those responsible for SEND provision take into account the views of the child
- professionals and parents work in partnership taking account of parent's wishes
- provision and progress is monitored and reviewed regularly
- there is co-operation between all agencies.

COMPLAINTS

While we endeavour to make the best provision for all pupils, it is recognised that from time to time some dissatisfaction may occur. It is hoped that most instances will be resolved by contact with the Class Teacher. However, if necessary, subsequent contact should be made with the Headteacher, Governors or Director of Children Services, in that sequence, who will then take appropriate further action.

LINKS

Advice is sought, whenever possible and required, from outside of the school. Services and agencies consulted include: Social, Health, Medical and Psychological services. Initial contact will be made through the Headteacher. Once contact has been initiated, every effort will be made to continue these links.

Parents must be informed that Special educational provision is being made for their child because of Special Educational Needs. Parents are viewed as partners to be consulted and involved in their child's education. They should also feel free to approach the school about their concerns.

Links with feeder schools, and the local comprehensive schools are maintained through Reception Class and Year 6 teachers. Information about children's Special Educational Needs is transferred through these teachers and SENCOs for disseminating to appropriate staff. The Headteacher will make contact with feeder schools for records of children joining the school between these points.

In all instances the designated persons for liaison regarding Special Educational Needs is the SENCO and the Headteacher.

Laura Richardson
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