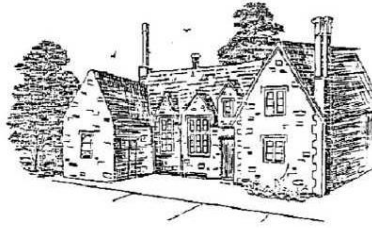


Enmore Church of England Primary School

'Those who are taught here must
go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you
should do as I have done for you.'

John 13: 15

Special Educational Needs or Disabilities Policy

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1. School Philosophy

All pupils share the right to a broad and balanced curriculum, including an appropriate curriculum for the Foundation Stage and the National Curriculum. Equal opportunity must be extended to all, and every child encouraged to achieve his/her full potential. We aim to develop a positive attitude to learning and behaviour, underpinned by our shared vision and values. Either throughout, or at some time during their school career, children may have particular learning requirements or Special Educational Needs.

It is the role of each teacher to take account of children's needs and where necessary, make provision so children can access the curriculum as fully as possible. The expectations for each child should be high and the learning environment provided should support this. We lay great emphasis on individual academic, social and personal development set in the context of a purposeful, supportive working environment. This policy sets out the curriculum planning and resource considerations which must be addressed to provide this environment.

2. Aims and Objectives

This school seeks to ensure that it is a happy school where all are valued and that develops self-esteem and independence for all pupils including those with SEND. This is a community where all are given dignity and respect. Our key objectives are:

- a) The SEND of pupils are identified, assessed and provided for.
- b) All pupils with Special Educational Needs or Disability (now referred to as SEND) receive appropriate provision.
- c) The progress of pupils with SEND is monitored, evaluated and planned for effectively to promote success.
- d) Teachers are aware of their role as teacher of children with SEND and provide teaching which is inclusive.
- e) There is a whole school approach to pupils with SEND, and the roles and responsibilities of staff in providing for pupils with SEND are identified and maintained.
- f) The views of parents and pupils are sought and taken into account, and the role of support at home is valued and promoted.
- g) We work collaboratively with professionals and support services.

3. Inclusion

The school has an Admissions policy which is explained in the school Prospectus.

4. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. The Governing Body, the school's Head teacher, the Special Educational Needs Co-ordinator (SENDCo) and all other members of staff have important responsibilities.

The Head teacher has responsibility for:

- management of provision for pupils with SEND.
- ensuring that the effectiveness of this policy within the school is monitored and reported to Governors.
- informing the Governing Body of how the funding allocated to support SEND has been used.
- working closely with the SENDCo to monitor the effective allocation of SEND resources.
- Ensure SEND is part of the School Improvement Plan.

The Governing Body will ensure that:

- they have regard to the requirements of the SEND Code of Practice (2015) when carrying out its duties towards all pupils with SEND.
- they, and the school as a whole, are involved in the development and monitoring of this policy.
- They have a named SEND governor to
 - ✓ Ensure that the necessary arrangements are made for pupils who have special educational needs or disability;
 - ✓ Ensure that where a pupil has identified special educational needs all those needs are made known to those who work with that child;
 - ✓ Ensure that staff in school are aware of the importance of identification and provision for special educational needs;
 - ✓ Consult with the LA and other governing bodies as appropriate.
 - ✓ Ensure that pupils with special educational needs or disability join in the activities of the school with the other children so far as it is reasonably practical and compatible with the child's needs; efficient use of resources and efficient education of other pupils;
 - ✓ Ensure that parents are notified of a decision by the school that special educational need provision is being made for their child.

The role of the Special Educational Needs Co-ordinator (SENDCo) includes:-

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with special educational needs;

- working alongside teachers and other staff in identification and assessment of children who may have special educational needs;
- carry out assessments and observations of pupils with specific learning problems.
- complete documentation required by outside agencies and the LA;
- liaising and supporting teachers with provision for pupils with SEND the classroom; drawing up plans for appropriate intervention and reviewing pupil progress.
- ensuring that all teachers follow the guidance of the local authority core standards. These are in three parts universal for all students, SEND support and those with High Needs.
- assisting in the monitoring and evaluation of the progress of pupils with SEND using whole school systems and additional materials, such as P Scales.
- managing and training learning support assistants and staff;
- overseeing the records of all children with special educational needs;
- liaising with parents of children with special educational needs;
- informing parents of Parent Partnership Service (PPS) which the LEA provides.
- contributing to the in-service training of staff and co-ordinate relevant training from external agencies for staff.
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- publishing our school offer
- teaching SEND children when required

Class teachers and support staff have responsibility for :

- including pupils with SEND in the classroom, and providing an appropriately differentiated curriculum. They can draw on the SENDCo for support with this provision and meet with the SENDCo when necessary.
- follow the guidance of the local authority core standards. These are in three parts universal for all students, SEND support and those with High Needs.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- giving feedback to parents of pupils with SEND.
- ensure SEND records are kept up to date.
- adapt the curriculum as necessary.

5. Identification, Assessment and Provision for SEND

What does SEND mean?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- i. Have a significantly greater difficulty in learning than the majority of children of the same age; or
- ii. Have a disability which makes it harder to access facilities within the school;
- iii. Are under compulsory school age and fall within the definition at (i) or (ii) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Special Educational Provision will have high aspirations, early identification and integrated assessments and high outcomes (Code of Practice 2015)

Identification and Assessment

Class teachers and the SENDCo liaise to assess and monitor pupil progress in line with current school assessment practice. In the Foundation Stage the Foundation Stage Profile provides valuable information on pupil progress, along with teacher observation. In Key Stages One and Two, assessment information against expected levels of progress through the National Curriculum is regularly collected and evaluated to monitor progress. Those pupils whose overall attainment or attainment in specific subjects falls significantly outside the expected range may have special educational needs. Further specific assessment may then be carried out by the SENDCo. P scales may be used to monitor progress if a child is working below the Age Related Expectations (ARE) of the National Curriculum in Key Stage One or Two. This information may be used as a basis of discussions with outside agencies, which provide guidance for identifying appropriate provision to match the pupil's needs. Parent's permission will always be sought before their child is discussed with an outside agency. Advice from outside agencies, such as Speech and Language Therapy, can also support identification and subsequent planning.

Provision for SEND

In making provision for children with special educational needs we follow the Code of Practice September 2015. We:

- involve children (where appropriate) and parents in target setting and monitoring of progress.
- involve children (where appropriate) and parents in review of interventions carried out for SEND and children working at greater depth.

In Reception a child's progress through the Foundation Stage Profile may indicate early difficulties. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the school's Head teacher, the SENDCo and all other members of staff have important day-to-day responsibilities.

**All teachers are teachers of children with special educational needs and disability.
Teaching such children is therefore a whole school responsibility.**

*“ High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. “*

(SEND Code of Practice 2015 1.24)

The class teachers and SENDCo assess and monitor children's progress in line with the current school practice. Assessment against the National Curriculum expectations for each subject will enable the school to consider the individual child's attainment and progress. The Somerset standards set out in 2017 ensure a universal standard for SEND and teaching staff know the pathway they need to follow to receive the correct support for the most vulnerable pupils.

The National Curriculum Strategy Frameworks for teaching also provide a basis for assessment against national norms. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Information provided by outside agencies must also be taken into account.

The framework governing the interpretation of the Special Educational Needs Code of Practice 2015 is outlined in the LEA local offer. This is a signpost to the supporting agencies to support SEND. There is a single based category of SEND school support and the school has a local offer published on the school website outlining our approaches.

Our Information Report Provision Map (Assess, Plan, Do, Review (APDR) Sheets details the school's provision for pupils and parents at each category of action.

Each class has a SEND file containing APDR Sheets, Provision Maps, intervention request forms and feedback and individual reports from professionals concerning a pupil. Pupil targets are kept as working documents in the Target book as with all pupils. Teachers and Learning Support Assistants use these files to inform themselves about pupils identified needs. Copies are kept by the SEND Co-ordinator.

6. Arrangements for complaints

The procedure for managing complaints is as specified in the school's complaints policy.

7. Arrangements for monitoring and evaluation

The success of the school's SEND policy is evaluated through the school self-evaluation activities, which include:

- Analysis of pupil tracking data and test results for individual pupils and groups
- Monitoring of classroom practise by the head teacher and subject coordinators
- Evaluation of progress of individual pupils through bespoke interventions and the SEND list.