



Our vision is ***to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential***

Our values:

- We're imaginative - we're creative thinkers and doers*
- We're curious - we encourage inquisitiveness and risk taking*
- We're proud - we take pride in our school and want everyone to succeed*
- We're courageous - we understand that we learn from our mistakes*
- We're original - we celebrate difference*

## Special Educational Needs and Disability (SEND) Policy

<b>Updated on:</b>	
<b>12<sup>th</sup> July 2019</b>	<b>Reviewed and renewed</b>
<b>16<sup>th</sup> July 2020</b>	<b>Reviewed and renewed</b>
<b>1<sup>st</sup> September 2020</b>	<b>Assistant Headteacher for Inclusion replaced with Inclusion Leader</b>

<b>Date agreed by Governing Board</b>  <b>16<sup>th</sup> July 2020</b>	<b>Signature of Co-Chair / <del>Vice-Chair</del> of the Governing Board</b>  <i>C.M. Harris</i>
<b>Date agreed for review</b>  <b>Summer 2021</b>	<b>Frequency of Review</b>  <b>Annual / <del>Bi-annual</del> / <del>Three-year cycle</del></b>
<b>Responsibility for Review: Pupil Welfare Committee / Head teacher / Inclusion Leader</b>	

### 1. Introduction

**1.1** This school provides a broad and balanced curriculum for all children. The National Curriculum and the Foundation Stage Curriculum provide our starting point for planning, in order to meet the specific needs of individuals and groups of children. Through careful planning, teachers set realistic goals and respond to children's diverse learning needs. A minority of children is unable to follow the National Curriculum at the pace at which it is normally taught.

**1.2** Teachers make special arrangements for these children either individually or through small group teaching. Thus, each child is able to take part effectively in curriculum and assessment activities.

**1.3** 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**

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 early in their school career;
- to identify the roles and responsibilities of staff in providing for children's special educational needs and
- to enable all children to have full access to all elements of the school curriculum.

## **3. Educational inclusion**

**3.1** 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 and
- need a range of different teaching approaches and experiences.

**3.2** Teachers respond to children's needs by:

- providing support for children who need any form of extra help;
- careful planning to develop children's understanding through the use of all available resources and experiences;
- careful planning to ensure children's full participation in both physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely and
- helping individuals to manage their emotions, particularly trauma or stress

## **4. Special Educational Needs and Disabilities**

Children with special educational needs and disabilities may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

At Reay Primary School the Inclusion Leader:

- manages 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;
- maintains the school's SEND register;

- contributes to and manages the records of all children with special educational needs;
- completes the documentation required by outside agencies and the LA;
- acts as the link with parents and carers;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs and disability and
- maintains the school Medical Register

## **5. The role of the Governing Board**

**5.1** The governing board does its best to secure the necessary provision for any pupil identified as having special educational needs and/or disability. The governors ensure that all teachers are aware of the importance of providing for these children.

**5.2** The governing board has decided that children with special educational needs and/or disabilities will be admitted to the school in line with the school's agreed admissions policy.

**5.3** The governing board has appointed Philippa Newman and Elgiva Field as SEND and Pupil Premium link governors (2020-21).

## **6. Allocation of resources**

**6.1** The Inclusion Leader is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care Plans.

**6.2** The headteacher informs the governing board of how the funding allocated to support special educational needs has been employed.

**6.3** The headteacher and the Inclusion Leader meet annually to agree on how to use funds directly related to Statements and Education, Health and care Plans. Inclusion Leader draws up the resources bid when the school is planning for the next school improvement plan.

## **7. Assessment**

**7.1** Early identification is vital. The class teacher informs the Inclusion Leader at the earliest opportunity and together they complete a form listing the concerns that the teacher may have. Parents/Carers are always informed.

**7.2** The class teacher and the Inclusion Leader assess and monitor the children's progress in line with existing school practices.

**7.3** The Inclusion Leader works closely with parents and teachers to plan an appropriate programme of intervention and support.

**7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Leader can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

**7.5** The school uses a three stage model to respond to children's special educational needs:

**7.5.1. Extra Support in School**

- The class/subject/support teacher identifies and consults with the Inclusion Leader and parents. Additional support is agreed – this is mainly delivered in the classroom by the teaching assistant (TA), class teacher or specialist teacher.
- A Personal Learning Plan is put together by the class Teacher with Inclusion Leader and shared with the parents, child and anybody else working with the child. It is reviewed termly.

**7.5.2. Specialist Support**

- If the child continues to not make progress, Parental consent is requested for outside agencies to become involved. This includes services such as the Educational Psychology Service, the Speech and Language Therapist, Occupational Therapist, Lark Hall Outreach Service, The Pupil Referral Unit, Lambeth Hearing Support Service, Art Therapist etc.
- Staff will review the child's progress following input from external professionals and it may be agreed by the School, parents and professionals that an Educational Health Care Support Plan will be required which involves 3 termly cycles of intensive planning and reviewing of provision and progress through an Educational Health Care Support Plan (or SEND Support Plan).

**7.5.3. Education, Health and Care Plan or Statement**

The Inclusion Leader takes the lead in informing parents of the advice from the above agencies which may lead to the school requesting a Statutory Assessment from the LA in the form of an Education Health Care Assessment. In order for this process to begin, detailed reports in the form of a completed SEND Support Plan are submitted to the local Authority on all aspects of need, support and response for the individual child. A panel of professionals then meet to decide whether an Education Health Care Plan is to be issued.

**8. Access to the Curriculum**

**8.1** All children are entitled to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities and
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

**8.2** Teachers use a range of strategies to meet children's special educational needs and/or disabilities. Lessons have clear learning objectives; they differentiate work appropriately, and use assessment to inform the next stage of learning.

**8.3** Personal Learning Plans and Education Health Care Support Plans, which employ a small-steps approach, feature significantly in the provision that is made in the school.

By breaking down the existing levels of attainment into finely graded steps and targets, teachers ensure that children make progress and experience success. All children on the SEND register have a PLP.

**8.4** Teachers and Support staff support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. However, there are times when to maximise learning opportunity and focus or to access relevant resources, children are asked to work in small groups, or in a one-to-one situation with an adult outside of the classroom.

## **9. Partnership with Parents and Carers**

**9.1** The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor/s take a special interest in special needs and is always willing to talk to parents.

**9.2** At all stages of the special needs process, the school keeps parents fully informed and involved. The School take account of the wishes, feelings and knowledge of parents at all stages. Parents are encouraged to make an active contribution to their child's educational support and planning.

**9.3** The Inclusion Leader and Teachers have regular meetings each term to share the progress of children with special needs children and their parents. They inform the parents of any interventions taking place or required thus sharing the process of decision-making by providing clear information.

## **10. Complaints**

In the event of a complaint the procedure to be followed is clearly stated in our Complaints Policy, - a copy of which can be found on our website or requested from the school office.

## **11. Monitoring and Evaluation**

**11.1** The Inclusion Leader monitors the movement of children within the SEND system in school. The Inclusion Leader provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

**11.2** The Inclusion Leader is involved in supporting teachers involved in drawing up PLPs and EHCSPs for children. The Inclusion Leader and the senior management team meet each week. The Inclusion Leader and the named governor/s with responsibility for special needs and disabilities meet each term.

The Inclusion Leader reviews this policy annually and considers any amendments in light of the annual review finding and reports to the Headteacher and/or Pupil Welfare Committee, who will report the outcome of any changes to the full Governing Board.

