

Snettisham Primary School

Special Educational Needs and Disability Policy (SEN-D)



The governing body of Heacham Infant and Nursery School is committed to providing quality education for all its pupils, based on: equality of access, opportunity and outcomes.

- We fully aim for every child, whatever their background or their circumstances, to have the support they need in order to reach their full potential.
- We aim for effective management systems and procedures for SEND, taking into account the current Code of Practice.
- We aim for successful communication between teachers, children with SEND, parents of SEND children, intervention group leaders and outside agencies.
- We aim to develop the knowledge and skills of all staff to manage the challenges of the range of needs in the school.

In practice this means:

- There is identification and monitoring of a child's needs at the earliest possible stage.
- There is involvement with parents at an early stage and that parents are encouraged to be involved with their children's education.
- There is equal access to the curriculum and equal opportunities for all children with SEND - differentiated provision.
- That the needs of all SEND children are catered for and that they are given a positive image

Special educational needs (SEN)

A child has special educational needs

- If they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- Is a child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or at is 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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined

as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Disabled children and young people

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The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Strategic Support for SEND – A graduated response

We use a graduated response to supporting children with identified needs

Wave 1

The primary type of intervention is Quality First Teaching within Inclusive classrooms drawing on the knowledge and understanding of how teaching can be improved for all children by incorporating strategies used to help children with a variety of Special Needs e.g. Visual Timetables, clear instructions, tasks divided into manageable chunks. This will include children with SEN support.

Wave 2

Alongside wave 1 we run intervention groups that are targeted to improve specific skills or deal with specific barriers to learning which can best be successful if children work with an adult in a quiet space. These groups are run by TA's working alongside teachers. This will include children with SEN

support. If the child is still failing to make adequate progress with this level of SEN support, a more in-depth assessment may take place to find out what the child's special educational needs are and what special help the child needs. People involved in this process may include parents, school members, doctors, specialist teachers, educational psychologists & social services.

Wave 3

If the child needs an individualised programme of support then the school or parents may apply for an Education, Health and Care Plan (EHCP). The children will receive individualised support whether or not they receive an EHCP. The SEND Coordinators are Lucy Finnie and Faye Herron

Role and responsibility of the Special Needs Co Coordinator

- Identifying in partnership with staff and outside agencies, a pupil's special educational needs.
- The day-to-day operation of the school's SEND policy.
- Liaising with and advising staff members.
- Co-ordinating provision for children with SEND and monitoring the effectiveness of special educational provision for the pupil which meets those needs.
- Maintaining the school's SEND register and contributing to the records of all pupils with SEND.
- Contributing to the in-service training of staff and advising them about differentiated teaching methods appropriate for individual pupils with SEN.
- Liaising with external agencies, including the Special Educational Needs and Psychology Service (EPSS) and voluntary bodies.
- Ensuring that there is effective communication between staff and parents – in relation to each of the registered pupils progress, attainment and provision.
- Ensuring that the records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date.
- Ensure that the progress and attainment of all children is recorded, monitored, analysed and any problems are addressed.
- Ensuring that an effective, knowledgeable and smooth transition takes place for children with SEND, when they move to another educational establishment.

Roles and responsibilities of all teaching staff

The class teachers will

- As with all children, have high aspirations and celebrate the educational and personal achievements of SEN-D children.
- Be familiar with the SEN-D Code of Practice and respond appropriately to requests for information to support the completion of referrals and other documentation needed as part of review meetings.
- Liaise with the SEN-D Co where a child is experiencing difficulty.
- Provide a record of a child's progress towards their individual targets on an ITP (Individual Targets Plan) and review it termly with the child and parent / carer
- Plan differentiated activities that stimulate learning and ensure communication with Support Staff is appropriate so they can deliver their input to a high standard
- Provide interventions in line with a graduated response and as part of the school's differentiated curriculum.

The teaching assistants will

- Deliver stimulating 1 to 1 and group sessions that engage and further the learning of the children
- Support the resourcing of activities and creation of a stimulating working environment
- Provide feedback on the children's performances and behaviours and record these in the child's ITP, on a behaviour log form or in a home school book
- Attend or contribute to multi-agency meetings where relevant

Role and responsibility of the Governing Body

The governing body will:

- Ensure that admission criteria prioritise EHCP, according to the Code of Practice on Admissions
- Ensure all governors are fully aware of the legal requirements and Guidance for SEN-D
- Ensure that there is a named Designated Teacher for SEN-D children
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body
- For child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned
- Review the effective implementation of this policy, preferably annually and at least every three years
- Ensure that the schools' other policies and procedures give SEN-D equal access in respect of: Admission to school, The National Curriculum and public examinations, additional educational support where this is needed, extracurricular activities, work experience and careers guidance.

Single Equality Scheme and Action Plan

Our Single Equality Scheme and Action Plan, enables us to outline a framework for action which covers all six equality strands: age, disability, gender, race, religion and belief and sexual orientation to ensure that we meet our responsibilities of providing an inclusive primary curriculum for all children.

Training

Designated staff for SEND, Looked After and Adopted Children will attend necessary training as appropriate.

Adopted Dec 2018

Updated – To be taken to FGB meeting November 2019