

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Great Wishford C of E (V.A.) Primary School

Statement

Our school aims to ensure that all children will have access to a curriculum which is broad, balanced, relevant and differentiated.

We recognise the individuality of each child and endeavour to help each child to achieve his or her potential.

We recognise that there are children who may need extra support- whether because of learning, behavioural, emotional, physical or sensory difficulties- at some time in their school career. This includes children who may be termed as 'more able'. We endeavour to identify that need and provide the necessary support for the child and his or her parents.

Provision for Special Educational Needs and Disability (SEND) is the responsibility of the whole school. Every member of staff accepts this responsibility.

What are Special Needs?

A child has a special need if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
3. Are under five and fall within the definition at 1. Or 2. Above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

Special educational provision means: for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, in the area.

Aims

- To ensure the SEN & Disability Act and relevant Code of Practice (2014) and guidance are implemented effectively across the school.
- There will be equality of opportunity across the school for all pupils.
- All pupils will be helped to take maximum advantage of the education offered to them and increasing responsibility for their own learning.
- The teacher-pupil relationship will be based on positive encouragement and mutual respect, with effort as well as academic achievement being rewarded.
- All teachers are responsible for teaching children with special educational needs and disability.
- Additional teaching and support for children with SEN and Disability allows individual and small group withdrawal as well as supporting them in class to ensure that the most effective learning for each child takes place.
- Materials and tasks will be carefully matched to the ability of individual children.
- Teachers will ensure continuity of experience in relation to the new National Curriculum and topic work.
- To keep parents and carers informed and consulted of any special educational strategies or interventions and to clarify expectations of all parties , including external professionals.
- To work in partnership with parents and carers to ensure that the best care and education for all children.
- To support children and parents in any transition processes from within or to new educational placements.

Objectives

- To identify children's individual needs at the earliest opportunity, through accurate assessment and tracking (including liaison with Early Years settings) and using the Wiltshire Indicators Provision Document (WIPD) and BSquared, so that appropriate provision can be made.
- To plan to meet the additional needs of children with Special Educational Needs and Disabilities, through specific interventions that are discussed with parents and carers , recorded and monitored to raise achievement.
- To actively involve the children and their parents or carers in the process of identification and meeting their additional needs through recorded discussions about targets, interventions and outcomes. (Minimum of 3 meetings per year)
- To ensure that all staff who are involved in working with children at great Wishford School are aware of the procedures for identifying Special Educational Needs and Disabilities; and have received appropriate training to enable them to meet those needs to raise achievement.

Roles and Responsibilities

The Governors

Must ensure that:

An annual report on the school's SEN policy is produced and presented to parents.

They are fully aware of legislation, policy and procedures relating to SEN and D by taking part in Governor training on SEN and D issues and through regular reports on SEN and D issues in the school.

They take part in school activities especially those related to SEN and D so they get to know the children and are familiar with the work done to meet their specific needs.

The SEN & D governor reports termly to the governors to ensure that they are up to date and knowledgeable about the school's provision, how funding, equipment and personnel are deployed.

Head teacher

Must ensure that:

Has overall responsibility in ensuring that the SEN and D policy is effectively implemented and that pupils with special educational needs or disability are given equal opportunities to access all activities offered at the school. The Head Teacher is also responsible for safeguarding all pupils and ensuring that all staff and adults follow agreed procedures and are correctly trained.

The school's SEN & D provision is an integral part of the School Improvement Plan and the school's self-evaluation process.

The SENCO (currently the Head Teacher)

The SENCO is responsible for signposting resources or information to staff, governors or parents and identifying training requirements or changing provision needs within the school. She liaises with outside agencies, parents or carers and collates information from staff or professionals to support referrals or reviews.

Similarly information given by professionals is then disseminated to all relevant staff. This helps to facilitate improved learning through provision mapping and delivery of the curriculum.

Teachers

Teachers are responsible for teaching children with SEN and D. They assess and monitor the progress of all pupils who have SEN in the long and short term. They keep records of identified concerns in the SEN and D file and class documentation using the Wiltshire Indicator Provision Document (WIPD). Teachers consult with parents or carers every term keeping them informed of the pupil's progress, the strategies and interventions employed and the impact these actions are having on the pupil's learning. Teachers should plan in consultation with the SENCO, professional agencies (if

appropriate) and subject leaders to include pupils with SEN and D in all aspects of the curriculum. They should insure that they are aware of all the information provided to the school in relation to the pupils in their care.

Teaching Assistants

Teaching Assistants(TAs) should be aware of the information provided in respect of a pupil with SEN and D within their care. They should implement programmes and strategies provided by the teacher or SENCO as suggested by outside agencies.

Parents/carers

It is vital that parents and carers engage with the class teacher and SENCO who are responsible for their child within the school. This supports good communication and a sharing of information that can help remove any barriers that might academic performance or general behaviour of their child during the school day.

These contributions from the parents or carers are valued highly by the staff of the school. It also supports the parent and carers in being fully involved in the identification, assessment, and decision making processes that inform the provision needs for their child.

Parent/ carers are also key in encouraging their child to share their views and any changes that they feel need to be made to help them to progress with their learning.

Volunteers

Volunteers are welcome to assist within the school following satisfactory CRB clearance to comply with Child Protection regulations and agreement and signature of our policy and guidelines for parent or volunteer helpers. They are appointed by the Head Teacher. Their work is managed by the teacher. Volunteers need to be aware of the data protection procedures and the need for confidentiality.

Complaint procedures

If any parent is unhappy with the SEN and D provision for their child they should first discuss the matter with the class teacher. If this is unsuccessful the matter should be referred in writing to the Head Teacher. The SEN and D Governor is available to meet with parents to hear their views concerning their child's progress. If the complaint remains unresolved the Chair of Governors should be involved. Finally, the complaint should be taken to the local authority and Secretary of State.

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Review date : Sept 2015

