



CAMPTON LOWER SCHOOL

A POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Objectives

- To ensure that the management of SEND has full regard to the Code of Practice DfE 2014
- To ensure that all members of staff are aware of their responsibilities as set out in the revised Code of Practice
- To provide an environment where barriers to learning and participation are reduced to a minimum, in order to encourage children to feel respected, confident and able to succeed.
- To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- To work in partnership with parents to enable children to achieve their potential.
- To make pupils and parents aware of the targets set in their Individual Education Plan (I.E.P.)
- To ensure external agencies and the school work together, sharing information and recognising good practice.
- To identify any SEN(D) and take appropriate action to address those needs.

However the school is also mindful of not identifying a child with special educational needs because of immaturity (particularly if the child is one of the youngest in the year group) or through gaps in education which may have arisen through high mobility.

Name of person responsible for co-ordination:

The SEN Co-ordinator: Miss Sarah Fraher

The SEN Governor: Mrs Audrey Brand

The admission arrangements:

These are in line with the school's Admissions Policy.

Building Facilities for inclusion:

We have ramps to all classrooms.

Resources

Financed by: Nominal budget allocation

High needs funding for a statement of SEN / EHC plan (when appropriate)

- Teaching Assistants are appointed to support individual pupils or small groups when appropriate.
- SENCo and subject leaders liaise regarding any specialist resources required by pupils with SEN.
- The Governing Body receives financial reports regarding the allocation of funds for SEN as part of budget reporting.

Definition of Special Educational Needs

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

Children have a learning difficulty if they:

- * Have a significantly greater difficulty in learning than the majority of children of the same age.
- * Have a disability that prevents or hinders them 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.
- * Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught.

Children must not be regarded as having a learning difficulty solely because they have a disability.

How needs are identified, determined and reviewed

1. The class teacher or parent is usually the first person to identify needs. The curriculum will be differentiated appropriately with the aim of addressing these needs.
2. Failing to make adequate progress, the SENCo may be involved in diagnostic assessments and in supporting the class teacher to write an I.E.P.
3. Information is provided by previous pre-schools/schools.

When making assessments the following four broad areas of need are considered:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

IEPs are updated as regularly as appropriate but at least termly.

If progress is still not sufficient after several IEP reviews, a decision will be made by parents, class teacher and SENCo as to whether external agencies should be involved.

If targets are met, support will be changed and / or reduced as appropriate.

Stages of Intervention

For children who are identified as needing longer term support the school adopts a graduated response to meeting pupils' needs. When children are identified as having SEN, the school will intervene through Stage One and Stage Two support as described below.

Stage One:

Stage One is when the teacher or SENCo identifies a child with SEN who requires interventions which are **additional or different from** those provided as part of the school's usual differentiated curriculum.

Parents will be consulted and informed of the school's concern and proposed support. Initially, the child's class teacher would be primarily responsible for planning and delivering the appropriate support. In some cases small group work with a Teaching Assistant may be provided.

The child will have an **Individual Education Plan (IEP)** which will:

- describe the pupil's educational needs
- outline SMART targets to be achieved
- describe arrangements made in school / home to help achieve the targets.
- be reviewed, in consultation with parents, at least termly.

In the summer term all parents receive an annual report which gives comprehensive information about attainment and progress. New IEP targets are suggested and this then forms part of the transfer of information about the child to their next class. The new class teacher will be able to include a section on provision once the child has settled into their class.

Stage Two:

Stage Two is characterised by a sustained level of support and the ongoing involvement of external agencies who will be involved in the IEP review and target-setting process.

At this stage a SEN support profile may be completed if a statutory assessment is likely to be considered in the future.

Education, Health and Care Needs Assessment

School or parents may request an Education, Health and Care needs assessment from the Local Authority (LA) when, despite an individual programme being provided for a pupil for a period of time, the child's progress remains a significant cause for concern. See Local Authority criteria for requesting a statutory assessment.

The school will work with the parents and external agencies as appropriate in order to gather the information which needs to be considered by the authority. An Education, Health and Care Plan (EHC plan) will be provided by Central Bedfordshire LA if, after an Education, Health and Care needs assessment, the LA decides the child requires provision beyond that which mainstream schools would normally be expected to offer.

The EHC Plan is a legally binding document which includes details of learning objectives for the child. It must be reviewed annually and parents and all professionals involved with the pupil will be invited to attend.

Arrangements for providing access to a broad and balanced curriculum.

Teaching pupils with SEN is a whole-school responsibility. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils' may at some time need increased levels of provision and support.

Children who could benefit from a specific targeted intervention programme are identified through the use of teacher assessment, progress and attainment data. The interventions are aimed at children who are progressing at a slower rate than their peers. These programmes may be on a 1:1 or small group basis led by a teacher or Teaching Assistant. The support is monitored by identifying a pre-intervention level, recording progress made during the period of support and taking a post intervention level. Parents are informed about the interventions through discussion and letter. Each year group records this information in the form of a "**Provision Map**", copies of which are given to the SENCo by the class teacher on a termly basis.

Care is taken as to when and how often pupils are withdrawn from any lesson to ensure every child continues to have access to a broad and balanced curriculum.

How the education provided is evaluated

Class teachers, the SENCo and the Head Teacher will evaluate the success of the SEN Policy through:

- observations
- test results
- achievement of targets
- provision maps

How the Governing body monitors the success of the education provided

The SEN Governor visits the school twice a year to monitor the provision provided and the success of the outcomes.

The Head Teacher reports to the Teaching and Learning committee through the termly Head Teacher's Report to the Governors.

Arrangements for dealing with complaints

- As identified in the school's Complaints Policy
- Any issue relating to a pupil's Statement of SEN or EHC Plan is discussed at the statutory review
- Requests for a statutory assessment may be made with reference to chapter 9 (pages 141-207) of the code of practice.

- Central Bedfordshire Council SEND Parent & Young Person Partnership Service is available to provide advice and support to families.

INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

Arrangements for INSET for staff

- SENCo will attend courses when appropriate and advise other members of staff about helpful training.
- SENCo will lead school INSET when appropriate
- Performance Management will be used as a vehicle for staff to identify their own training needs.

Links with Support Services

The SENCo will liaise with the Education Psychology Service and any other external agencies as needed.

The role of parents of pupils with SEN

Parents will be fully involved in any decision regarding their child's education, their views will be sought prior to additional support being provided and agreed outcomes will be secured.

Parents will be given clear information regarding:

- their child's special educational needs
- how they can support progress towards targets
- the impact additional support and interventions has had
- additional sources of support

Links with pre-school and middle school

- Staff in Reception visit pre-schools
- The Year 4 class teacher, in consultation with the SENCo, liaises with the middle school to which most pupils transfer as appropriate during the Summer Term.
- SEN information is passed on to receiving schools.

Links with health services, social services and educational welfare services and voluntary organisations which work on behalf of children with SEN

Links will be made as appropriate.

Date policy agreed _____

Signed _____

Date of Commencement of the Policy May 2015

Date of Endorsement by the Governing Body May 2015

Date to Review May 2016