



Yes we can

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Spring 2017

Aims

At Henry Fawcett Primary School we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. Most children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. We believe this is possible in mainstream education by including all pupils in all aspects of school life.

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

The SEND Policy’s aims are embedded in the general aims of the school. All pupils are offered full access to the entire curriculum.

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential.
- To request, monitor and respond to parents/carers views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children’s special educational needs.
- To ensure the building of a positive partnership with our parents.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal opportunities and Inclusion:

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

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.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.

Roles and Responsibilities in Special Needs

The Governing Body

The Governing Body has key responsibilities towards pupils with special educational needs. The Governing body in conjunction with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs. They are responsible for setting up appropriate staffing, funding arrangements and oversee the school's work.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for.
- Appoint a SENDCo to oversee the assessment of individual pupils' needs and to make sure that all staff likely to teach pupils with special needs are aware of those needs
- Ensure that all teachers are aware of the importance of identifying and providing for any pupils with special educational needs.
- Ensure that pupils with special educational needs have the opportunity to participate as fully as possible in all aspects of school life.
- Ensure that parents are notified of a decision by the school that their child has special educational needs

The SEND Governor

It is the SEND Governor's responsibility to develop and maintain an awareness of special needs provision in the school on behalf of the governing body

The role involves:

- Understand how the responsibilities for SEND provision are shared within the school
- Meet the SENDCO on a twice yearly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy

- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs;
- Observe at first hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of SEND children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.
- Be familiar with the SEND policy and involved in its review and development
- Agree with the governing body and the Headteacher the indicators which should be reported on by the school to the governing body to say whether the policy is working, and the timescale for that reporting
- Ensure that the SEND policy is linked to the School Improvement Plan
- Monitor and evaluate the use of these funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEND
- Encourage the governing body to ensure that all school policies are consistent with the aims of the special educational needs policy
- Report on a twice yearly basis to the full governing body on the implementation of the school's SEND policy;
- Prepare information for inclusion in the governing body's Annual Report to Parents about the effectiveness and implementation of the school's SEND policy, including information about how resources are used;

The following issues will be discussed with the SENDCo at the termly meeting:

- Current numbers of the SEND register at the different stages (but not their names)
- Identification procedures for pupils with SEND
- Staffing arrangements for pupils with SEND
- Staff training
- Use of resources
- How pupils with SEND are ensured access to the curriculum
- Provision being made for individuals
- Progress on any parts of the School Improvement Plan relating to SEND
- Progress with the implementation of the SEND policy
- Whether statutory reporting requirements are being met
- Liaison with external agencies and support services
- Links with special/mainstream schools
- Communication with parents

Whilst the SEN Governor is not responsible for the day to day management of special needs provision in the school, he or she may on occasion have access to sensitive information about the circumstances of individual children, particularly in smaller schools. It is essential that the SEN Governor respects the confidentiality of such information.

The SENDCo

The SENDCo has day to day management responsibility for special needs within the school.

The named SENDCo at the School is: **Jane Marchment**

The role of the Special Needs Co-ordinator (SENDCO):

- To be responsible to the Headteacher for the development, implementation and evaluation of SEND throughout the school.
- To track pupils through assessment and carry out case studies to track children with an EHCP.
- To develop a whole school policy for SEND.

- To ensure that policy and practice are communicated effectively among staff, parents and Governors, and to review policy at least once a year, and evaluate its success in raising the quality and level of pupil achievement.
- To keep the governing body fully informed.
- To have responsibility for the day to day management of provision for children with special needs.
- To be responsible for keeping the SEND Register up to date.
- To be responsible for informing parents, reviewing and reporting on their child's progress.
- To be available to see parents.
- To meet with parents of new children at the Initial interview to establish whether additional support or referrals to health professionals are necessary.
- To ensure a smooth transition for the child when arriving at Henry Fawcett from another school.
- To lead staff meetings and workshops to consider ways and means of developing the subject and to support the staff in their understanding of the Code of Practice.
- To work with the Headteacher and Staff in organising and planning Inset days.
- To work with the staff to identify and target children to be entered on the SEND Register.
- To advise and assist class teachers where necessary in devising and implementing specific programmes of work for individual children.
- To record, assess and monitor children's progress on a regular basis.
- To report back any assessments to class teachers.
- To ensure high quality interventions meet the needs of all pupils including more able students.
To keep class teachers informed of work covered by children in groups.
- To liaise with outside agencies, and to attend reviews and case conferences where necessary.
- To be responsible for the SEND budget and regularly audit resources and update where necessary.
- Encourage effective communication with parents on the school's support for pupils with special needs – make use of newsletters, parents' notice board, leaflets, school prospectus, the Annual Meeting, school social functions

The Role of the Class teacher

- To have high expectations of all pupils
- To be aware when planning that special educational needs may stretch across the whole curriculum
- To plan a half termly forecast, a weekly plan and daily plan with SEND considered within this framework.
- To gather information about children and make initial assessments of their special educational needs
- To take into consideration a child's specific needs when planning
- To provide special help within the normal curriculum framework, matching the work to the abilities of the children
- To monitor closely children whose names are on the Special Needs Register
- To be consulted by the SENDCO about any action thought necessary to take concerning the children
- To write IEP's which provide clear and manageable individual targets for children on the special needs register.
- To carry out any work plans or decisions made concerning the child
- To review a child's progress with the SENDCO on a regular basis
- To use Teaching Assistants whenever possible to specifically help children with special needs.

Parent Partnership

We believe parents have an important role in this and should be involved as much as is possible in their child's education.

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision making by providing clear information relating to the education of their child.

Agreed approaches

- (1) The SENDCo will meet with the parents of new children to discuss any concerns they may have or any difficulties the child may be experiencing so that, where possible, extra support and/or referrals are in place as soon as possible.
- (2) Any member of staff can complete an Inclusion Concern Form if at any time there is concern about behaviour, social/emotional development and learning.
- (3) The SENDCo will assess or observe a child – whichever is appropriate- before inviting the parents/carers in to discuss any concerns and to consent to having the child's name placed on the SEND Register if necessary.
- (4) If the parent fails to engage with the School about their child's needs, a letter will be sent home notifying the parent that their child's name will be added to the SEND Register unless they contact the school to state otherwise.
- (5) Those pupils on the SEND Register for learning will be assessed at least once a term and targets for IEPs will be set based on the outcome of these assessments.
- (6) The Team Leader is responsible for the intervention programme within their year group ensuring high quality interventions designed to support and enhance the children's learning. They are also responsible for targeting individual needs within the classroom whilst maintaining the same curriculum as that of their peers.
- (7) Review meetings will be held once a term. Parents/Carers of children on the SEND Register will be invited to attend the meeting.
- (8) Annual reviews will be organised and chaired by the SENDCo once a year on the anniversary of the EHCP.

External Agencies

We have well established links with the following agencies:

- Speech and language Therapy
- Educational Psychology
- Dance
- CAMHS
- Lambeth music services
- Health Education Link
- Learning Assessment Clinic
- Feagans Counselling
- Larkhall Autism Outreach Programme
- School Nurse