

Policy on Special Educational Needs and Disability (SEND)

Claregate Primary School Mission Statement

Claregate aims to offer an excellent standard of education for all children regardless of their background, ethnicity or ability. We are a fair, open and tolerant community. Our vision is to provide a stimulating and enriching education which encourages the holistic development of every child. We promote, cultural, spiritual, moral, personal, social and intellectual development within the context of a happy school community. We teach the principles of tolerance, understanding and respect. Excellent educational standards underpin everything we do.

Claregate School Aims

- We follow the principles set out in our vision and motto "Each for All."
- We promote British values and aim to develop children into responsible independent thinkers, able to play their full part in twenty-first century Britain.
- We take pride in our school's industrious and inclusive atmosphere; our excellent practice promotes racial harmony.
- We develop a caring community in which concern and respect for one another are fostered and the importance of good will, sensitivity and tolerance in interpersonal relationships are exemplified.
- We provide children with an exciting, enjoyable, safe and happy learning environment.
- We teach a broad, balanced curriculum imparting the attitudes, knowledge, skills and concepts that the children will need to achieve high academic standards and enhance their life chances.
- We strive for excellent standards of learning and teaching.

1 Introduction

- 1.1 This policy was reviewed and updated in September 2014 in line with the revised Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- 1.2 Claregate provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to

participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

- 1.4 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.
- 1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

- 2.1 The aims and objectives 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, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3 Educational inclusion

- 3.1 At Claregate, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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.

- 3.2 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 their senses and of varied 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;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

Definition of Special Educational Need (as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 - 2014)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A pupil has a *learning difficulty* if:

- a) Their progression is significantly less than expected given their age and individual circumstances; or
- (b) They have a disability which 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.
- (c) They are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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

Special educational provision means:

- (a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- (b) For children under two, educational provision of any kind.

See Section 312, Education Act 1996

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- their progression is significantly less than expected given their age and individual circumstances;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may be making less than expected progress given their age and individual circumstances, then the first response to such progress should be high quality teaching targeted at their areas of weakness.

4.4 Where progress continues to be less than expected the class teacher, working with the SENDCO, will assess whether the child has Special Educational Needs (SEN). While informally gathering evidence (including the views of the pupil and their parents) schools will put in place extra teaching or other rigorous interventions designed to secure better

progress, where required. The pupil's response to such support can help identify their particular needs.

- 4.5 This assessment should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. This level of support is called SEN Support.
- 4.6 Where a child is identified as having SEN the school will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term SMART (Small, Measurable, Achievable, Realistic and Time bound) target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.
- 4.7 Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.
If support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used before to support the child. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting. The outcomes to be achieved through this support should include a date by which progress will be reviewed.
- There are a variety of external services that school will approach depending on a pupil's needs. These may include: Family Strengthening Support Workers, Educational Psychologist, Area SENDCO, Child and Adult Mental Health Services, school nurses team, speech and language service, Wolverhampton Information, Advice and Support Services, Tettenhall Wood Outreach Service, etc.
- 4.8 SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

4.9 In our school, the SENDCO:

- 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;
- oversees the records of all children with special educational needs;
- acts as the link with parents and carers;
- acts as the 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, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

5 The role of the governing body

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- 5.3 The governing body has a group of governors who support and challenge the school to secure provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The head teacher ensures that all those who teach a pupil with an Education, Health and Care Plan (EHC plan) are aware of the nature of the plan.
- 5.4 The SEN Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1 The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 6.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements.
- 6.4 Resources for supporting SEND are available throughout the school. These are practical, paper and ICT based. A supply of resources appropriate to the age and abilities of children is available in school.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an on-going process.
- 7.3 At Claregate we recognise that there is a wide range of Special Educational Needs among our children and match intervention to each child's needs. The SENDCO works closely with teachers and parents/carers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Teachers use a range of information systems to monitor the progress and development of pupils. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 Claregate will use, where appropriate, trained personnel from within school to help in the process of pupil assessment to provide detailed and accurate indicators or areas of need. E.g. speech and language, EAL.
- 7.6 Where appropriate an Education, health and Care Plan (EHCP) will be considered for an individual pupil. The LA seeks a range of advice before making a formal Education, Health and Care (EHC) Plan. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
 - 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. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3 Individual Education Plans (IEP), which employ a small-steps approach, feature in the provision that we make at Claregate. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEN Support and EHC plan levels have an IEP.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This may include working with another year group when appropriate and following consultation with parents/carers.

9 Equal Opportunities

- 9.1 Claregate not only ensures but promotes equal opportunities as part of the Equalities Act 2010. We ensure a good balance of interests for different genders, promote high profile skills in girls e.g. cams and levers that may lead to good engineering follow on. Whenever possible we include genres from different ethnic cultures e.g. different cultures use puppets to tell stories, homes provide for diverse needs, musical instruments created for different purposes.
- 9.2 Claregate has a duty under the Equality Act 2010 towards individual disabled children and young people. Claregate ensures that it makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require 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.

10 Extra-Curricular Activities.

- 10.1 Claregate offers a variety of extra-curricular activities which can encourage children to develop a range of skills. These are part of the full life of the school and reflect a diversity of interests that pupils may engage with. These clubs offer an extension to opportunities children embrace through the school curriculum

11 Health and safety

- 11.1 With children identified as having Special Educational Needs, as in all curriculum areas, the general teaching requirement for health and safety applies. (Further detailed information can be accessed in: *Health and Safety for Design and Technology in Schools and Similar Establishments – Code of Practice, BS 4163:2007*, www.data.org.uk)

- 11.2 At Claregate we understand the requirements of having risk assessments in place for certain activities. These will be reviewed prior to any activities commencing. Copies of these are given to the subject co-ordinator and are added to the appendices.
- 11.3 At Claregate we encourage the children to consider their own safety and the safety of others at all times. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it. They should be strictly supervised in their use of equipment at all times. Children should be taught to respect the equipment they are using and to keep it stored safely while not in use. Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions. (See appendix 1 of the Claregate Design and Technology Policy document for recommendations of how specific tools and resources can be used safely.)
- 11.4 Tools, such as hacksaws, glue guns and drills that may present a safety hazard need to be secured in the locked Design and Technology cupboard when not in use.
- 11.5 Tools need to be appropriate for the task, age and ability of individual children.
- 11.6 If resources become broken during use, the Design and Technology leader should be informed as soon as possible.
- 11.7 At Claregate we teach children how to follow proper procedures for food safety and hygiene.

12 Partnership with parents and carers

- 12.1 Staff at Claregate work closely with parents and carers in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents and carers. The home–school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs and disabilities.
- 12.2 The school website contains the Special Educational Needs and Disability Report as well as details of the school policy for Special Educational Needs and Disability.
- 12.3 The school prospectus contains details of our policy for Special Educational Needs and Disability, and the arrangements made for these children in our school. A group of identified governors takes a particular interest in special needs and liaises with staff. (Governors are always willing to talk to parents and carers).
- 12.4 At Claregate, we have regular meetings each term to share the progress of special educational needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

13 Pupil participation

- 13.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 13.2 Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

14 Monitoring and review

- 15.1 The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 15.2 The SENDCO is involved in supporting teachers involved in drawing up Individual Education Plans (IEPs) for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold annual meetings.
- 15.3 The governing body reviews this policy regularly and considers any amendments in the light of the review findings. The SENDCO reports the outcome of the review to the full governing body.
- 15.4 This policy will be reviewed at least every two years. Next review due 2020.

Subject Leader: Mrs Wakefield

Signed:

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