



A Policy for Special Educational Needs and Disability Provision

This policy is intended to ensure that all children, including those with special educational needs and disability (SEND) achieve their potential, make expected or good progress in their learning and are fully integrated into the life of the school.

This policy is intended to be a brief, working document which enables:

- All staff to understand the provisions that we make for children with special educational needs (SEN) and their roles and responsibilities.
- Parents to understand what additional support their child may be given if they suspect their child has SEN or if a SEN has been identified or if their child has a disability.
- Governors so that they can hold school to account and ensure that our provision for children with SEN is good or outstanding.

This policy has been drafted in line with the Special Educational Needs and Disability Code of Practice: 0-25. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, January 2015. The Code of Practice makes it clear that parent/child/school relationships should be at the heart of any policy documents and they should aim to be simple to read and jargon free. Should any parent/guardian, governor or other interested party require a copy of any of the legislation, School will be happy to provide a copy; alternatively a copy is available online at, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> or on the schools website, www.woore.org under Key Information (SEND).

Provision of support for Children with Special Educational Needs should ensure learning through:

- **Early identification of a 'Special Educational Needs'**

Early identification means that support/provision can be put in place before a large gap opens up between the progress and attainment of a child with SEN and the progress and attainment of a child without an identified SEN.

Our assessment systems provides information on progress to parents and teachers on a termly basis through the schools tracking system, we plot an individual child's progress and attainment against the average child at Woore Primary and Nursery School.

1. What is a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or



- b) 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 or mainstream post-16 institutions (DfE, 2015)

There are four primary areas of need, though it is recognised that some children may have needs in more than one category or a need which is difficult to categorise:

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

2. The importance of early intervention

The benefits of early identification are widely recognised; identifying one of the four areas needs at the earliest point is essential, early intervention is known to improve long term outcomes for the children with SEN.

Whilst for many children and young people, their needs can be identified at birth or at an early age, some difficulties only become evident as children grow and develop. It is therefore important that all those who work with children and young people are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all school staff listen and understand when parents express concerns about their child's development.

Provision of support for Children with Special Educational Needs should enhance learning through:

- **Targeted and appropriate support to ensure children with SEN make expected or good levels of progress.**

Children with SEN are a whole school responsibility and all teachers are teachers of children with SEN. The head teacher, Mrs Michelle Ward is responsible for the progress of all children in the school. Specific planning, provision, training and implementation to ensure good provision for children with SEN is carried out by the Special Educational Needs Co-ordinator (SENCo), Mrs Pamela Field.

Provision management and mapping which show how children with SEN are to be supported are created for each class on a termly basis by the SENCo and the class teachers. The class teachers are then responsible for ensuring that appropriate provision and support are provided for children with SEN either by themselves or through delegation of specific tasks to a teaching assistance (TA). Full details of the type of provision that is available can be found in our Special Educational Needs and Disability Information Report which is available on the schools website.

The Governing Body hold the school accountable in ensuring that children with SEN make progress through the yearly report to Governors compiled by the SENCo showing progress levels, the appointment of a link Governor, Mrs Rachel James and by termly meetings between the link Governor and SENCo.



Many of the children who are not progressing as expected, or are falling behind their peers can be supported, and their needs met, through normal teaching and learning strategies, modification to teaching approaches and to the classroom organisation, or through provision of additional equipment and aids. However, there are some children who require support and/or intervention that are additional to or different from those normally provided as part of the differentiated curriculum and they will be given additional SEN support. A child or young person should be provided with such support following discussion with parents/guardians about the identified needs, the support to be provided, and how improved outcomes can be achieved.

In a small number of cases, planning will identify a need to conduct formal assessment of education, health and care needs, leading to an Education Health and Care Plan (EHCP) formerly known as a 'Statement'. A child's parent/guardian, a young person or school may request that a local authority conduct an education, health and care needs assessment. Should this be relevant to a child, the SENCo will provide a full timetable of the process for parents and other interested parties.

Provision of support for Children with Special Educational Needs should enhance learning through:

- **A high quality partnership between parents and school so that children's needs are clearly identified and supported both at home and at school.**

Where a child has identified SEN or disability (see our SEND Information Report for the process of identification), school will work closely with parents/guardians to support a child's learning and development. In addition to the annual report and the usual parent's evenings where progress is discussed with class teachers, parents/guardians will be invited to a termly SEN Review meeting or be given an extended parents evening slot. The knowledge and understanding that parents have about their child is key information that can help teachers and others to meet their child's needs.

At the SEN Review meeting, the class teacher will discuss with parents/guardians, the current provision, next steps of learning and progress made by the child. Discussion can take place and if progress has been made, a decision might be taken that the child does not need any further additional SEN support. If there is a consistent lack of progress, despite additional SEN support, a decision may be made to seek further support from specialist outside agencies. If parents feel concerned about their child's progress they should speak to the class teacher in the first instance. The SENCo will also be happy to make additional meetings to listen to parents' views and concerns. The SENCo is also happy to provide advice to parents to enable them to support their child through home activities. If a parent is unhappy with the approach or advice given then they should speak to the head teacher.

The agreed procedures for ensuring the progress of children with SEN in school are set out in Our Special Educational Needs and Disability Information Report.

Policy reviewed by the Mrs Pamela Field (SENCo) July 2016

Reviewed Due July 2017