

St. Wilfrid's C.E. Primary School



S.E.N.D

(Special Educational Needs and Disability)

Policy

March 2019

*Fair isn't everyone getting the same thing.
Fair is everyone getting what they need in order to be
successful.*

This policy reflects our Christian values of respect and compassion.

Vision Statement:

We believe that every individual at our school has the entitlement of personal, social and intellectual development and must be given the opportunity to achieve their potential.

Everyone is unique in terms of characteristics, interests, abilities, motivation and learning and we will endeavour to design our education system to take into account these wide diversities.

All pupils will have access to high quality and appropriate education. We will ensure that children, who require special provision that is additional to and different from that provided within a differentiated curriculum, receive the appropriate education with regard to resources and positive staff attitude.

We believe that the child is the centre of the teaching and learning process and that inclusion and education are a lifelong issue.

Special Educational Needs:

According to the Code of Practice 2014, "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 generally made 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."

The four areas of need as identified in the new Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and /or physical and medical conditions.

At St. Wilfrid's, our SEND policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them and that teachers identify and provide for those pupils. In addition, ensure they join in all school activities together with their peers.

Aims and Objectives:

- To create an environment that meets the needs of each child in order that they can achieve their learning potential and that all children, those with additional needs and their peers, can engage in activities together.
- To request, monitor and respond to parents/carers views.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet individual pupils' needs, through well targeted continuing professional development.

- To ensure that all children have access to a broad and balanced curriculum, which is differentiated, to enable them to appreciate feelings of success and achievement.
- To ensure support for pupils with medical conditions and full inclusion in all school activities by consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's additional needs.
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum.
- 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.

Key principles of Inclusion:

- To value diversity – all children are educable. We believe that inclusion is most likely to be achieved when diversity is recognised and regarded positively.
- Entitlement – all pupils are entitled to receive with a suitable peer group, a broad and relevant curriculum, in the least restrictive environment.
- To understand how pupils learn – this is important because understanding how they learn will help the pupils to learn better.
- Participation- all pupils are entitled to be treated with respect, taking into account their views.
- Individual needs – the development of inclusive practises needs to meet the needs of each pupil on an individual basis.
- Planning – all educational and multi-agency planning is based on inclusive principles. Inclusion requires strategic planning at all levels.
- Professional development – inclusion requires the extension of sharing of existing skills and the development of new ones.

A Graduated Approach:

The Graduated approach is at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. Where a particular child with additional needs is identified, this process becomes increasingly personalised. This cyclical process is implemented practically using a model of assess, plan, do, review.

In order to help children with additional needs, St. Wilfrid's will seek out the use of specialist agencies, for example the educational psychologist, if as a school, we feel that our interventions are not having an impact on the individual child. The school will record the steps taken to meet the needs of individual children through the use of personalised education plans and reviews. The teachers and SENDCo will have responsibility for ensuring that records are kept up to date and available when needed. If we refer a child for statutory assessment, we will provide the Local Authority with a record of our work with the child to date.

When a teacher has any concern we have in place a detailed procedure which will make certain all steps are taken to ensure the proper support is put in place for that child. Parents will be informed and may be consulted with regard to specific interventions that are put in place. There is a time frame attached to the procedure which allows for interventions to have an impact.

A child may require additional support if:

- He or she makes little or no progress over a given period of time, even when teaching approaches are targeted particularly in that child's identified area for development.
- He or she shows signs of difficulty in developing English or maths skills which results in their attainment being significantly below that of their peers.
- If he or she presents persistently with emotional or behavioural difficulties and these are not improved by behaviour intervention/ Learning Mentor support.
- If he or she has sensory or physical difficulties and makes little or no progress, despite the provision of specialist equipment.

In some circumstances children may be identified to receive specialist provision in our "Hub". The criterion for this resource is:

- He or she makes little or no progress over a given period of time, even when teaching approaches are targeted particularly in that child's identified area for development.
- The child is working at least two years below age related expectation.
- The child has had at least one term of prior intervention with minimal impact.
- The child has an EHCP and meets the above criteria.

Partnership with parents and carers:

All parents of children with additional needs will be treated as partners and given support to play an active role in their child's education. 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 term to share their child's progress. Depending on the needs of the child, further meetings may be held to share the process of decision-making, review intervention and have discussions with outside agencies.

Children and young people with additional needs, often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains further information to support parents' understanding of services available for children with additional needs, both in school and in the wider community via the Manchester Local Offer.

The Governing Body:

The Headteacher informs the governing body of how the funding that is allocated to support special educational needs, has been deployed.

The Headteacher and the SENDCo communicate in regard to the funds directly associated with children who have undergone statutory assessment.

The SENDCo provides regular updates to the governing body.

The role of the governing body;

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having additional needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively

Monitoring and evaluation:

The SENDCo monitors the movement of children within the SEN system in school and provides staff and governors with regular reports of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up personalised education plans for children.

