

Longstone CE (VA)  
Primary School

# Special Educational Needs and Disabilities Policy (SEND)



Version: 4  
Date: Oct 2018

## Summary

This document defines Special Education Needs and Disabilities, and details the school's plans to meet those needs.

## Document control

### Owner

The owner of this document is the Head Teacher. All requests for change should be directed to them. Any printed copies of this document are for reference only; the definitive version is the computer file held on the school network

### Revision history

Date	Version	Changes	Author(s)
01/12/08	2.0	Named SENCO in Appendix	JC Raynor
10/01/10	2.1	no change	J Rackstraw
Oct 14	3.0	Name of Policy; Update of current practice & procedures Change of review updates Update terminology to reflect changes in national reform	G. Harvey
Oct 18	4	Update of term: IEP to support plan 1. Addition of Christian values statement 6. Revision of <i>System for Review</i> . Addition of a, b & c plus addition of lettering to sequence steps 7. Change of title from <i>Involvement of Parents</i> to <i>Working in Partnership with Parents</i> . Addition of detail to section. 7. Addition of SENCO's and SEND link governor's name. 9. Addition of section on <i>Information Sharing</i>	G. Harvey

### Approval

Date	Version	Approver(s)	Minute number
01/12/08	2.0	Governors	
10/01/10	2.1	Governors	10.01.10-10.3
9/10/14	3.0	Resources Committee	9/10/14 - 5.5
17/10/18	4	Resources Committee	11.2

### Review period

The maximum period between reviews of this document is: every 4 years (or if named governor changes)

Version	Next revision due
4	Oct 2022

## Glossary

SEND - Special Education Needs & Disabilities

SENCO – *Special Educational Needs Co-ordinator*

EYP – Early Years Plan

This policy should be read in conjunction with the following:

- Equal Opportunities Policy
- Child Protection & Safeguarding Policy
- SEND Information Report
- Information Sharing Protocol
- Complaints Policy

# *Statement of Policy*

## **1 Introduction**

*At Longstone School we strive to create a happy, safe and creative school in which everybody can grow, learning new things together. We know that everyone is important whatever their background and whatever their aspirations. Belonging to a safe and nurturing community, founded on strong Christian values, children will thrive and develop into well-rounded individuals who are equipped to meet the challenges of our modern world with confidence. These values are embedded in all of our policies and practice.*

The school recognises that teaching pupils with special educational needs and disabilities is a whole-school responsibility. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We aim to provide a stimulating curriculum and supportive environment for children of all abilities based upon Christian values.

## **2. Definition of SEND**

A pupil who has Special Educational Needs and Disabilities may have:

- Cognition and learning needs e.g. specific learning difficulty, moderate learning difficulty.
- Behaviour and emotional and social development needs.
- Communication and interaction needs e.g. speech, language and communication needs, Autistic Spectrum Disorder
- Sensory and/or physical needs e.g. visual impairment, significant hearing impairment, multi-sensory impairment
- A physical disability which limits a person's movements, senses, or activities.

## **3. The Role of the Head Teacher**

The head teacher is responsible for ensuring Special Educational Needs provision meets statutory requirements.

## **4. The Role of the Special Educational Needs Co-ordinator**

- The SENCO is responsible for the day to day operation of the school's special needs policy.
- To regularly monitor all pupils' current attainment levels to ensure the early discovery of any unidentified special educational needs.
- To ensure all SEND pupils have equality of access to the full school curriculum.
- To ensure adequate provision is made for SEND within the budgetary constraints of available finance.
- To keep an up to date record of all SEND pupils and ensure that information about SEND pupils is available to all teachers and support staff.
- To ensure that the teaching staff are kept up to date with current thinking and practice with regards to SEND by leading or facilitating professional development at inset, available to all staff.
- To monitor the progress of pupils with SEND and adjust provision accordingly.
- To address any training needs relevant to staff working with children within the school.
- To liaise with external agencies.

## **5. Provision**

We take a graduated approach to Special Educational Provision. In addition to quality first teaching, additional provision may be made through an evaluation of individual needs supported by:

- A differentiated curriculum and a flexible approach to learning.
- One to one small group, individual and in class support.
- Special interventions
- Emotional, behavioural and counselling support.
- Information and training for subject teachers and pastoral staff.

Where appropriate we work with external agencies which might include:

- School Health Team
- Educational Psychologist
- Speech and Language
- Occupational Health
- Behaviour Support Teacher

## ***6. System for Review***

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. At this point the parents are verbally informed.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. At this point the class teacher(s) will write a support plan/EYP in collaboration with SENCO on the school's support plan template.
- The support plan will be shared with the parents, and altered if necessary. This should be a shared process in collaboration with parents.
- Support plans will usually be annotated as and when changes/progress occur.
- The SENCO and the class teachers are responsible for keeping all copies of SEND paperwork.
- When a child is deemed ready to move off a support plan sufficient evidence will be analysed to ensure that this is the correct course of action.
- Education, Health Care (EHC) Plans (formerly known as a statement) will be annually reviewed.

## ***7. Working In Partnership with Parents***

Longstone CE (VA) Primary School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority services where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend

meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The SENCO is Gemma Harvey, the Head Teacher. The school’s SEND Governor Natalie Cardwell. Both may be contacted in relation to SEND matters via the school office.

**8. Information Sharing**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child’s parents.

**9. Monitoring & Evaluation**

This policy will be reviewed annually in order to ensure:

- That necessary provision is made for pupils with SEND
- That teachers understand the importance of providing for the needs of SEND children in their class.
- That parents are kept informed about the progress of their pupils.
- That parents are involved and notified of decisions made by the school regarding SEN.
- That there is a consistency of approach across school

**10. Equal opportunities**

As a school committed to equal opportunities we ensure that all pupils, regardless of SEND are able to participate fully in all aspects of the curriculum and school life.

Signed ..... Head Teacher

Signed ..... Chair of Committee

Signed ..... Chair of Governors

Date: