



West Melton Primary School

Special Educational Needs and Disabilities Policy

Reviewed June 2018

We are an inclusive school and therefore it is our aim to include all children fully in the life of our school.

The 2014 code of practice says:

A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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. (Taken from 2014 Code of Practice:0-25 years- intro xiii and xiv)

Objectives

- To ensure all children with SEND experience success in their learning and achieve the highest possible standard
- To identify at the earliest possible opportunity, barriers to learning and enable participation for pupils with SEND
- To enable all children to participate in lessons fully and effectively through differentiated support
- To promote individual confidence and a positive attitude to learning
- To work in partnership with parents
- To work closely with external support agencies (where appropriate) to support the need of individual pupils
- To ensure all staff have access to training and advice to support quality first teaching and learning for all pupils

There is no hard and fast threshold which determines if, and when a pupil has SEN. **However**, if the class teacher identifies a particular need and a child is persistently not making progress, or a parent raises concerns then the child will be monitored, and if necessary support put in place in order to ensure that, the pupil is able to continue to learn. Typically, a pupil would be working at a significantly lower level than their peers work and struggling to close the gap between them and their peers or to maintain progress in line with their peers.



Identification of SEND

Monitoring

Pupils have their progress checked every half term . Every child has quality first teaching and differentiated activities. Any child who is identified as struggling will be discussed between the class teacher and the SEND Co . They will be placed on the Inclusion register as monitoring.

School Support

If the child continues to struggle then they will be placed at school support and targets set to help them to close the gap. They will access small group work designed specifically to help with their identified need.

SEND Support

Support from outside agencies will now be sought so that more specialist advice can be used. The child may do some 1-1 work to meet their targets. Reviews will include parents, school and agencies

EHCP

This is applied for from the LA after going through all the other stages Information will be taken from other agencies around education and health in order to do this. .A pupil will have 1-1 support on a carefully planned timetable so that they can access all areas of the curriculum.

A child may be moved between levels of support as their level of needs changes. The SENDCo will review this half termly. It will be discussed with teachers at Pupil Progress Meetings and decisions shared with parents.



Support from the school takes the form of a four part cycle:

Assess- the class teacher, with support from the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on previous attainment and progress and take into account behaviour. Tools such as the Graduated Response and PIVATs assessments will be used alongside formative assessments. Any assessments will be reviewed termly. Where appropriate other agencies will be involved and asked to make suggestions/provide support. Parents will be asked to share their views and insights as well at a review meeting so that they alongside school and any outside agencies can draw up a strategic plan to support the child.

Plan- Teacher, SENDCo and parents will be involved in putting support in place and deciding which interventions to access or other strategies to use to meet the needs of the child. All staff who work with the child are made aware of their needs and information will be recorded on the school's inclusion register. Targets will be set to monitor progress. Extra support will be agreed at Pupil Progress meetings and parents will be encouraged to share their insights at review meetings or parents evenings.

Do- the class teacher remains responsible for working with the child on a daily basis, including when they are working away from class. Interventions may be delivered by teacher or TA. Each pupil on the SEN register will have their own Provision Map which identifies the intervention and the targets. Progress is carefully monitored by the SENDCo and children are encouraged to transfer skills between interventions and class lessons. The same resources will be used both in interventions and lessons in order to encourage independence and consistency. Pupil participation is encouraged in all areas of the curriculum.

Review- effectiveness of the support and interventions will be reviewed termly or more frequently if required. Impact and quality of support and interventions is evaluated along with the views of the pupil or parent to determine the next steps. Progress made by the child will be used to determine the next steps. If a child has an EHC plan then the authority should review this at least every 12 months.

All review meetings will take a person catered approach and views of parent, pupil and teacher will be included in setting the new targets.



A child may be moved between levels of support as their level of needs changes. The SENDCo will review this half termly. It will be discussed with teachers at Pupil Progress Meetings and decisions shared with parents.

Working in partnerships with parents

West Melton Primary believes that a close working relationship with parents is vital in order to ensure:

Early and accurate identification and assessment of SEN leading to the correct intervention and provision.

Continuing social and academic progress of children with SEN to enable personal success.

Parental views are valued and used to inform future points of action. 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 SEN to the local authority Parent Partnership service 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.

Links to support services

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 SEN provision within our school. Any one of the support services may raise concerns about a pupil.

In service training (CPD)

We recognise the need to train all our staff on SEN issues and we are fully committed to supporting professional development. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management



Complaints procedure

Refer to the general Complaints Procedure. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, SENCo or member of the SLT who will be able to offer advice on formal procedures for complaint if necessary.

Head Teacher - Mrs Zowie Norris

SENDCo - Mrs Michelle Foster

SEND Governor - Mr Paul Carney