

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Rationale:

All children are entitled to an education which is appropriate to their needs and ability and which will best equip them to lead a purposeful life. Special educational provision covers a wide range of needs including, sensory impairment, physical disability, communication, learning, emotional and behavioural difficulties, as well as children with exceptional ability.

The Warnock Report of 1978 highlighted the fact that a significant number of children may need special educational provision at some time during their school lives.

Children with special educational needs should be given the greatest possible access to a broad and balanced education including the National Curriculum.

The role of parents in supporting their children is recognised as vital and they will be involved at the earliest stages following initial identification.

Outside support agencies (e.g. Health Services, Educational Psychological Services, COBS (City of Birmingham School – behaviour support), Social Care & Health, Education Welfare Services, Pupil and School Support, CAT (Communication & Autism Team) will be called upon for advice and support as appropriate.

Aims & Objectives:

- ◆ 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 access to all elements of the school curriculum
- ◆ to ensure that parents are able to play their part in supporting their child's education
- ◆ to ensure that our children have a voice in this process
- ◆ to ensure that all children have an understanding of online safety

Organisation:

The Management of SEND

The Special Educational Needs Co-ordinator (SENCO) and the Headteacher are together responsible for

- the daily operation of the SEND policy
- liaising with and advising colleagues
- co-ordinating provision for children with special needs
- maintaining the school's SEND register and overseeing the records on all pupils with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external support agencies, medical and social services and voluntary bodies

Many of the children who join our school have already attended an early education setting. In many cases children join with their needs already assessed. All our children are assessed when they join 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.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

If this identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those already being used. The new strategies will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a provision plan will be drawn up and implemented.

The Role of the Governing Body.

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disability.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special education needs and disability. The SEND Governor is Helen Nekesa and she can be contacted through the school office. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Identification and Assessment; Record Keeping and Review:

SEND are identified through

- Foundation Stage profile and assessment of post-YR children on entry
- baseline assessment
- continuous teacher assessment
- formal tests

A SEND Register is kept to monitor the school's SEND and to monitor individual children's progress and any change of provision needed.

The SEND Register is updated by the SENCO and is confidential to the staff of the school, and the SEND Governor.

Parents will be involved where their child is identified as having SEND but they will have access to their own child's information only.

A summary of a child's SEND and provision which has been given will be sent to the child's secondary school or new school if the child leaves before the end of Key Stage 2.

Monitoring & Evaluation:

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with feedback of the impact of the policy on the practice of the school.

Initial date of policy:	January 1996
Policy reviewed annually.	
Policy last reviewed:	July 2016
Planned review date:	July 2017