

SPECIAL EDUCATIONAL NEEDS

Doc: QBPS 04
Issue: 05
Date: November 2017
Review Date: November 2018

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

QUEEN BOUDICA COMMUNITY PRIMARY SCHOOL

PREPARED BY:

Cathy Tatum
SENCO

REVIEWED & APPROVED BY:

Full Governing Body
(November 2017)

ISSUE AND REVISION RECORD

<u>Date</u>	<u>Issue No.</u>	<u>Details</u>	<u>Review Date</u>
March 2010	01	Original	March 2011
September 2014	02	Numerous changes due to new 'SEND Code of Practice' 2014	September 2017
October 2015	03	Numerous changes	October 2016
November 2016	04	Various Changes	November 2017
November 2017	05	Changes to the one planning process	November 2018

Special Educational Needs and Disability Policy

It is the intention of this policy document to ensure that all those children who have a Special Educational Need or Disability (SEND) are identified and have their needs met. **‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ (SEND Code of Practice 2014)**

In order to achieve this at Queen Boudica Primary School, we will make a baseline assessment of each child upon entry into the Foundation Stage. Where a child has transferred from another school the file will be read and, if appropriate to do so, the school will develop a plan of work according to the needs and ability of the child.

The class teacher will continue to monitor each child's achievements throughout their time at Queen Boudica Primary School so that any special educational need can be identified at the earliest time. In developing a strategy to meet any special educational need, the school will plan to hold a meeting to include the child, parents/carers, Class Teacher and, where appropriate, the Special Educational Needs Co-ordinator (SENCO) to ensure that the school is able to offer an appropriate level of support, information, advice and practical help to the child and parents/carers.

All subject policies make reference to how children with SEND are supported within each curriculum area and how adaptations are made to the curriculum or resources used to enable all children to access them.

ROLE OF THE HEADTEACHER

The Headteacher will:

- ensure that there is an appointed Special Educational Needs Co-ordinator (SENCO) and Responsible Person as defined within the Code of Practice;
- ensure that adequate training is provided to all staff;
- ensure that as far as is reasonably practical all resources required are made available;
- liaise with external agencies where appropriate to do so;
- provide support and guidance to all staff;
- ensure that programmes are put in place for the identification of needs in new entrants and the changing needs of pupils as they progress through the school.

ROLE OF THE CLASS TEACHER

The Class Teacher will:

- Provide high quality teaching that is differentiated for individual pupils.
- identify each child's needs and skill levels;
- read the child's file where appropriate;

- advise the parents/carers of any concerns;
- provide reports for external agencies;
- monitor and assess progress and maintain appropriate records;
- fulfill all other duties required of the class teacher by the Code of Practice;
- ensure that delivery of the curriculum allows each child to experience success and make progress;
- be sensitive to the specific needs of children with special educational needs and disabilities (SEND) and respond to these needs in appropriate ways.

ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

The SENCO will:

- manage the day-to-day operation of this policy,
- co-ordinate the provision for and manage the responses to children's special needs,
- liaise with the relevant Designated Teacher where a looked after pupil has SEND,
- support and advise colleagues,
- oversee the records of all children with special educational needs and disabilities (SEND),
- act as a link with parents/carers, staff and outside agencies,
- liaise with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned,
- work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements,
- monitor and evaluate the special educational needs provision and report regularly to the Governing Body;
- manage a range of resources, human and material, to enable appropriate provision for children with special educational needs and disability,
- contribute to the professional development of all staff.

Senco Contact Details

Mrs Cathy Tatum, cathytatum@qbps.essex.sch.uk, 01206 844654

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. 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. They consult with the LA and other schools, when appropriate, and report annually to parents/carers on the success of the school's policy for children with special

educational needs and disability. The Governing Body ensures that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

The Governing Body identifies a governor to have specific oversight of the school's provision for pupils with special educational needs. The SENCO and Headteacher ensure that all those who teach a pupil with a statement of special educational needs/EHCP are aware of the nature of the statement/EHCP.

ASSESSMENT

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. At this point, a Gold Form will be started which records all contact between the school and parents regarding SEND issues.

The Class Teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The Class Teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

When the school identifies that a child needs support that is additional to or different from that provided as part of a differentiated curriculum, a child may be placed on '**SEN Support**' and careful monitoring and planning is developed between the class teacher and SENCO to ensure the child works towards specific outcomes in order to make progress in their attainment.

Children are assessed within four main areas of need, Communication and Interaction, Cognition and learning, Social Emotional and Mental Health Difficulties, Physical and/or Sensory Needs.

There are two levels of SEN support, 'Additional School Intervention' (ASI) and 'High Needs' (HN). This ongoing assessment process is focussed on the child's particular needs and ways of learning. The views of parents/carers and the child will be central to this process.

When a child is identified as needing SEN support, the class teacher, parents/carers and SENCO will begin the One Planning Process which will clearly outline the outcomes for that child and how the school will support the child to achieve those outcomes. One Plans will be reviewed termly with parents/carers.

The school is able to offer a number of literacy and numeracy based interventions which enable children to practise and master specific areas of difficulty. For children who have Social Emotional and Mental Health Difficulties, the school provides the Thrive program which supports children's emotional development through 1-1 and small group activities (there are two licensed practitioners on the staff). The school also has access to a Play Therapist. If a child is identified as having Physical or Sensory Needs, adaptations can be made to resources and the environment to ensure it is accessible to all. If a child has difficulties within Communication and Interaction, the school is able to provide social

interaction programmes, and work closely with Speech and Language Therapy Services to deliver speech and language programmes where needed.

Children's views about their learning will be gathered through informal conversations with their Class Teacher or Learning Support Assistant. Where necessary a One Page Profile will be created with the child to outline their needs and the best ways to support these. Parents will also be asked to contribute to these.

Finally, if a child's SEND is considered to be more severe and require more support a child may be put forward for an Education, Health and Care Plan (EHCP) by the Local Authority. All children placed on SEN Support or those who are assessed for an EHCP have to meet set criteria. The legal test of when a child or young person requires an EHCP plan remains the same as that for a Statement under the Education Act 1996.

MONITORING & EVALUATION

The SENCO monitors the movement of children within the SEND system in school and is involved in supporting teachers in drawing up Individual Plans. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The Governing Body will review this policy annually. They will report to parents/carers on the effectiveness of this policy annually.

More information about Special Educational Needs and Disability can be found in The Local Offer which can be found via the School Website. There is also information for parents/carers about SEND via the link below

www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf