



# Special Educational Needs and Disabilities Policy

## Status

Statutory

## Purpose

We, at Stowford School, believe that each child has individual and unique needs. However, some children require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these children are to achieve their full potential, we must recognise this and plan accordingly. Stowford School aims to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every child to experience success
- promote individual confidence and a positive attitude
- ensure that all children, whatever their special educational needs or disabilities (SEND), receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give children with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review children' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

## **Relationship to other policies**

This policy should be read in conjunction with the policies on Teaching and Learning, the school curriculum, Equality and Assessment, Recording and Reporting. The Accessibility Plan is an integral part of this policy.

## **Roles and responsibilities of headteacher, other staff, governors**

Provision for children with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for children with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for children with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any child with SEND
- all staff are aware of the need to identify and provide for children with SEND
- children with SEND join in school activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- they have regard to the requirements of the *SEND Code of Practice* (2015)
- parents are notified if the school decides to make special educational provision for their child

- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for children with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs and disabilities co-ordinator** (SENDCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify children with SEND
- carrying out detailed assessments and observations of children with specific learning problems
- co-ordinating the provision for children with SEND
- supporting class teachers in devising strategies, drawing up My Plans, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of children with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of children with SEND through the use of school assessment information.
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of children at lunchtime and supporting them in relation to behaviour management and other issues for particular children
- liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

- taking part in LA SEND moderation.
- help staff populate Provision Maps and My Plans
- evaluate provisions across the school for effectiveness and value for money

**Class teachers** are responsible for:

- including children with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting children with SEND.
- giving feedback to parents of children with SEND.
- ensuring that targets on the My Plans are achieved and if not, able to identify why.
- populate, cost and help the SENDCO evaluated class Provision maps.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND
- be fully aware of targets on My Plan and support the child and teacher to achieve this.
- use the school's procedures for giving feedback to teachers about children's responses to tasks and strategies.

**Arrangements for complaints**

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to Mrs Williams. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint, parents are advised to contact the headteacher, in the first instance, and follow the formal complaints policy if appropriate.

The LA Parent Partnership Service is available to offer advice.

## **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of child tracking data and test results for individual children and for cohorts
- value-added data for children on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- the school profile and the website, which contains the required information about the implementation and success of the SEND
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce My Plans and class Provision Maps.
- feedback from children

This SEND policy is written to comply with the  
2015 Children and Families Act  
2015 SEND Code of Practice together with the  
Equality Act 2010

### Headlines from the 2015 Code of Practice:

From September 2015:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (K). All children are closely monitored, and their progress tracked each term. Those at SEND needs are additionally tracked by the SENDCO.

- There are four broad categories of SEND:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, Emotional and Mental Health
  4. Physical and Sensory.
- Schools work more closely with parents and children to ensure that we take— into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, schools implement some focused interventions to target particular skills. There is a high expectation of all children.
- Children on our SEND register should make progress which compares well with the progress made by other children in school.
- Defining SEND the 2015 Code of Practice says that: "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." 2015 SEND Code of Practice: 0 to 25 Years - Introduction xiii and xiv

**Date reviewed and implemented:**

January 2020