



New Pasture Lane Primary School SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

DEFINITION OF SEND

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions*

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Children and young people who have SEN may have a disability under the Equality Act 2010, defined as:

a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

The 2014 Reform Act outlines the following key principles:

- Participation of children, their parents and young people in decision- making.
- Early identification of children and young people’s needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.

SCHOOL VISION STATEMENT

“At New Pasture Lane School we give each child the opportunity to shine by inspiring excellence and nurturing resilience, whilst developing creative thinkers in a community of mutual respect and aspiration”

The school aims to ensure that the needs of all children with SEND are met in line with this statement and to enable children with special educational needs to participate fully in all aspects of school life.

INCLUSION

The school adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The school operates an equal opportunities policy for children with SEND, who are afforded the same rights and opportunities as other children.

The Governing Body and staff will do their best to ensure that the necessary provision is made for any child who has SEND. The staff and governors in the school are aware of the importance of early identification and provision for those children who have, or may have special educational needs.

RESPONSIBLE PERSONS

The Headteacher is responsible for meeting the needs of children with SEND in partnership with the Chair of Governors and SEN Governor.

The person co-ordinating the day to day provision of education for children with special educational needs is the Special Educational Needs Co-ordinator (SENCO).

The staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for children with SEND. This takes the form of an Information Report which is published on the school website along with the School Local Offer.

The Governing Body will ensure that external funding designated to children with SEND is used effectively for its intended purpose.

GRADUATED RESPONSE

Children are given early and timely interventions whenever they are identified as needing assistance to make progress in all areas of learning. This may arise from school tracking, parental concerns or information from a previous setting or external agency working with the child.

When quality first teaching and catch-up programmes are not sufficient, children may be placed on the SEN register in the category of SEN Support (as defined by the 2014 Act). Extra support will be provided in school, in the classroom or by regular withdrawal to work with trained SEN support staff. External specialist support and expertise will be requested where appropriate.

When exceptional need is identified, application may be made for an Education and Healthcare Plan in accordance with statutory and local authority guidelines. A child-centred approach is adopted with the family at the centre of the process.

Working with and communicating with parents is central to provision for all children with SEND. All children on the SEN Register will have a Termly Support Plan which identifies their

needs, actions and intended outcomes using the model of “assess, do, plan, review”. The Plans are rigorously monitored, evaluated and amended in consultation with all key staff using a whole school approach. Children will be involved in reflecting on their own progress using age appropriate strategies and language.

ACCESS TO THE CURRICULUM

All Children will receive their entitlement to a broad, balanced, relevant and creative curriculum, in line with the requirements of the 2014 National Curriculum. The curriculum will be differentiated to meet the needs of individual children. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and provision of specialist materials in areas of specific need.

Provision for students with SEND is central to curriculum planning across the school, to enable access to a rich and varied curriculum and programme of activities and visits inside and outside of school, including after-school clubs.

The school will make provision for children with SEND to match the nature of their individual needs. The school will recognize and record childrens’ strengths and successes to encourage and nurture self-esteem, develop confidence and resilience and enable children to reach their potential and take ownership of their learning.

Training opportunities will be provided for staff, to raise awareness and develop expertise, and provide practical examples of suitable teaching methods, materials and strategies to support children with SEND.

REPORTING AND COMPLAINTS

This Policy should be read in conjunction with the School’s Local Offer for children with SEND and Annual Information Report which give a comprehensive account of how the school supports children and parents of children with Special Educational Needs. Both documents are published on the school’s website.

Any complaints about the procedures that the school has regarding provision of SEND should be made to the Head Teacher who will respond and report the outcome to the Governing Body.

November 2015