

Toddington St. George Church of England School



# Special Educational Needs and Disability Needs Policy

Staff consulted: Yes

Review date: October 2016

Next review date: October 2018



## **Toddington St George Church of England School Special Educational Needs and Disability (SEND) Policy**

### **Vision**

Toddington St George Church of England School (Diocese of St Albans) is an inclusive Christian community in which the curriculum is underpinned by agreed values based on Christian teaching.

The strategic plan, aims and policies enable every member of the school community to be valued as a child of God where they are given the opportunity to be inspired, challenged and supported in their learning and to receive committed, conscientious pastoral care.

This is embodied in the TSG school vision '**Lighting a Spark in Every Child**'.

### **Introduction**

It is the policy of Toddington St George Church of England School to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make the provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment for children with special education needs takes account of the type and extent of difficulty experienced by the child.

Every child with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic wellbeing. These have been identified aims from previous guidance.

## Aims

### The aims of this policy are:

- 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 ensure all children with SEN(D) have the support they need to fulfil their potential
- 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 need
- To enable all children to have full access to all elements of the school curriculum
- To promote high standards of education for children with SEN(D)
- To ensure appropriate monitoring of curriculum delivery and tracking of progress is in place with children with SEN (D).

We aim to provide a fully inclusive education for all the children in our care. Special Educational Needs provision is educational provision additional to or different from that generally made for other children, and associated training for staff.

### What is SEND?

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
- Significantly greater difficulty in learning than the majority of others at the same age
- A disability that prevents or hinders them from making use of educational facilities.

### Definition of Special Education Needs and Disability

#### Special Educational Needs and code of practice: 0-25 (2014)

Children have special educational need if they have a learning difficulty which calls for special educational provision to be made for them.

A child or young person has SEN(D) 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 or a young person has a learning difficulty or difficulty of disability if he or she:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 education

## Categories of SEND

In order to provide the most appropriate and effective level of support for children who are identified as having SEND, our first step is to try and identify the highest area of need for an individual child.

The categories of SEND need are:

- Cognition & Learning (a child may think or process information differently to most other children)
- Social, Emotional & Mental health
- Communication & Interaction
- Sensory and or physical needs

## How to contact our SEND Co-ordinator

Our school SEND Co-ordinator (SENDCO) is Mrs. Lisa Mallett

She can be contacted through the School Office Tel: 01525 872360

The Head teacher has overall responsibility for Special Educational Needs & Disability

## Curriculum offer

Toddington St George Church of England School recognises that at this school the National Curriculum, alongside the EYFS Curriculum, is taught to all children in maintained schools. This sets the areas and content of learning in each key stage. It is the philosophy of our school to implement this by providing a secure and caring environment for children according to their needs and abilities. We believe that all pupils who may have special educational and disability needs throughout, or at any time during their school careers, are entitled to extra support targeted to their particular requirements. Our aim is to foster a love and excitement for learning and equip children with skills to live a happy and successful life and contribute positively to the wider community.

## Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is 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.

This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessary have SEN, but there is significant overlap between disabled children and young people and those with SEN.

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- To identify the roles and responsibilities of staff in providing for children's special educational need
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- To ensure appropriate monitoring of curriculum delivery and tracking of progress is in place with children with SEN (D).

### **Educational Inclusions**

Through appropriate curricular provision, we respect the fact that children;

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning for children's full participations in learning and in physical and practical activities
- Helping to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Enacting PFPs (Personalised Focus Plan), PEPs and behavioural support plans to support children with such identified needs
- Prepare and write PFPs with guidance as necessary.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY COORDINATOR**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

In our school the Special Educational Needs Coordinator (SEND CO)

- Manages the day to day operation of the policy
- Coordinates the provision and manages the responses to the children's special needs
- Supports and advise colleagues and provides training from outside professionals and agencies
- Maintains the schools SEND register and provision map
- Contributes to and manages the records of all children with special educational needs
- Manages the school-based assessment and completes the documentation required by outside agencies and the LA
- Acts as a link with external agencies and other support agencies

- Monitors and evaluates the special educational needs provision and reports to the governing body
- Manages a range of resources, human and material, linked to children with special educational needs
- Meets regularly with parents to share the progress of children with Special Educational Needs and Disabilities.

## **THE ROLE OF THE GOVERNING BODY**

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 on the success of the schools policy for children with special educational needs and disabilities.

The Governing body has decided that children with special educational needs will be admitted to the school and included in line with the schools agreed admissions policy.

## **ALLOCATION AND RESOURCES**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP's.

The Head Teacher informs the governing body of how the funding allocated to support special Educational needs has been employed.

The Head Teacher and the SENCO will meet termly to agree on how to use funds directly related to statements. The SENCO assesses and monitors the children's progress in line with existing school practices.

Where appropriate Toddington St George Church of England School will liaise with other settings and practitioners, for those children where there are concerns, so their transition effectively.

The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and 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 assessments into smaller steps in order to aid progress and provide detailed and accurate indicators.

## **Early identification**

Class teachers monitor children's progress on regular intervals if they have any concerns regarding a child they will record their concerns and pass the information on to the schools SENDCo. These children are monitored quite closely and may be observed in their class environment by the Class teacher or SENDCo. If they are not making expected progress at the anticipated stage of their learning then the class teacher and Sendco will have a formal meeting with the child's parents to discuss their concerns. It

maybe suggested that a personalised focus plan will be implemented to give specific tasks for the class teacher and teaching assistant to work on with the child. Outside agencies or other professionals may be contacted for their educational advice.

**The school uses a five stage model to respond to children's special educational needs:**

1. The class teacher will identify and complete a Record of Concern and consult the SENDCO.
2. The SENCO takes the lead in gathering information and co-coordinating the provision in the school.
3. The teacher and the SENDCO are supported by outside agency involvement.
4. The LA considers the needs for an EHC (Education, Health and Care) needs assessment and may order multi-disciplinary assessment.
5. The LA may issue a formal EHCP (Education, Health and Care Plan) and then an implementation meeting, six monthly review or annual review of the EHCP will take place.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered paramount in this.

## **ACCESS TO THE CURRICULUM**

All children have entitlement to a broad and balanced curriculum which is differentiated to enable children to:

Understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that brings feelings of success and achievement.

We aim to provide a high quality provision to meet the needs of children and young people with SEN

### **Personal Focus Plans, Teaching Strategies**

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.

Personal Focus Plans which employ small measurable targets feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a PFP.

We support children in a manner that acknowledges their entitlement to share the same learning experience that their peers enjoy. Whenever possible we do not withdraw children from the classroom situation. There are times though when to maximize learning we ask the children to work in small groups or in a one-to-one situation outside the classroom. Some children on occasions benefit from having a flexible timetable.

The Accessibility Plan and single Equality Plan will be reviewed regularly to ensure all SEND needs are represented accordingly.

### **Partnership with parents**

The school prospectus and website contain details of our policy for special educational needs and the arrangements made for these children in our school. A named governor takes an interest in special needs and is always willing to assist the SENCO in supporting the parents, will conduct a Governor visit and meet with the SENCO termly.

In accordance with the Children's and families Act 2014 the school at all stages of the special educational needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings with parents each term to share the progress of children with special educational needs, we involve parents in decision making process. We inform parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Parents who have children who are new to PFPs will be invited to attend a PFP implementation meeting with class teacher and Sendco. This meeting explains the use of a PFP and how it is implemented and evaluated; it also gives parents time to talk about any questions or queries they may have. Therefore PFPs will be reviewed and sent home for parents to read and then given opportunities to discuss the next step and be altered if appropriate.

We provide information and advice and engage with parents in supporting their child's development with the support of the parent partnership and in some circumstance the schools family worker.

### **Monitoring and evaluation**

The SENDCO monitors the movement of children within the SEN system in school.

The SENDCO is involved in supporting teachers in drawing up personal focus plans for children. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibilities for special educational needs hold termly meetings.

The SENDCO monitors the progress of pupils they have made within in school and will update the SEN log accordingly and inform teachers of progress, concerns and successes as appropriate.

The Governing body reviews this policy annually and considers any amendments in light of the annual review findings and any new legislation.

## Local offer

The Local Offer is a directory of the offer that the Local Authority (CBC) makes available for children and young people and their families in Central Bedfordshire.

It can be accessed on the CBC website.

This offer sets out in one place what support and services are available for Children and Young People with Special Educational Needs and Disabilities (SEND). The information will include how to access services and organisations for Children and Young People with SEND from birth to 25 years. This Local Offer has been designed and developed by a range of professionals from both Children's and Adult services including

- Education
- Health
- Social care
- Special Needs Action Panel (SNAP) Central Bedfordshire's Parent Forum
- Voluntary and community groups

The Local Offer includes information on services that are available to support children and young people with Special Educational Needs and/or Disability (SEND) from birth to 25 including:

- Education services (Early Years providers, schools, colleges and training)
- Health services
- Social care services
- Eligibility for specialist services
- How to obtain an education, health and care plan and the process
- Preparing for adulthood
- Leisure and recreation opportunities
- Arrangements for transport and travel
- Sources of information and support in the area
- Child care, including suitable provision for disabled children and those with SEND arrangements for resolving disagreements and mediation and how to make a complaint. [www.centralbedfordshire.gov.uk/children/sen-disability](http://www.centralbedfordshire.gov.uk/children/sen-disability)

**The school's offer** .The school will direct Parents and Carers to the local offer via the school website and will also publish their the school's reports to Governors and the school's own offer to children and parents of children with SEND needs.

**Parents and Carers.** The school will ensure that Parents and Carers are made welcome and occasionally there will be coffee mornings to ensure any issues or concerns that need discussion can be ironed out or SEND training for Parents can be offered.

**Signed: Mrs Jane Spencer**  
**Head Teacher**  
**Date October 2016**

**Signed: Mrs Lisa Mallet**  
**SENDCO**  
**Date October 2016**