

Whittington C.E. Primary School

Policy for

Special Educational Needs and Disability



With reference to
[Special educational needs and disability code of practice: 0 to 25 years](#)

Governor with responsibility for Special Educational Needs – Claire Thomas
Inclusion Co-ordinator (INCO) – Mrs Helen Willcox

OUTLINE

At Whittington C.E. Primary School we recognise that all children have a right to a broad and balanced curriculum. We also realise that at some time during their education some children may have some special educational needs. This may only last for a short time or it may be longer but for the vast majority of these children such needs can be met by the provision made for them within school, or with the help of external agencies. However for a minority of children their needs may be such that extra provision will have to be made for them and therefore an Education, Health and Care Plan may be written.

We also believe that the provision for children with special educational needs should be a partnership between the school, the parents, the child, appropriate Health professionals and the Local Authority, and that because of this the formation and maintenance of good relationships between these people is essential. It is therefore our aim, where possible, to include and inform all those who are involved in the identification assessment and provision of a child's special educational needs.

We also recognise that, whenever possible, all children have a right to admittance to our school and it is our policy not to refuse admittance solely because of a child's special educational needs or disabilities.

Finally, we believe that all children should be valued and that they have the right to express their own beliefs and that we as a staff will recognise this and listen to what they have to say.

AIMS AND OBJECTIVES

AIMS

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To identify children whose special needs can be responded to within school.
- To identify those children whose difficulties may need additional support through external agencies.
- To optimise the physical, intellectual, social and emotional development of all pupils with special needs.
- To collaborate with other agencies in identifying those pupils whose difficulties are severe and complex and for whom it may be necessary to write an Education, Health and Care Plan (EHC plan).

OBJECTIVES

- To ensure that the school responds to the pupils' needs through differentiation and a different focus to the curriculum where appropriate.
- To create a special needs resource, which can support a 'whole school' response to pupils' needs through training, guidance, identification, the development of appropriate materials and specific teaching.
- To devise and implement a strategy, which identifies children with SEN, and to provide a programme which caters for those needs

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

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. (Code of Practice xiii)

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools. (Code of Practice xiv)*

Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction*
- cognition and learning*
- social, emotional and mental health*
- sensory and/or physical needs (Code of Practice 5.32)*

ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. In addition to the governing body, the school's head teacher, INCO or SEN team and all other members of staff have important responsibilities.

The Role of the Inclusion Co-ordinator (INCO)

The INCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health and Care plans. (Code of Practice 6.88)

The INCO has responsibility for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- in cooperation with the class teacher, liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The Role of the Classroom Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 6.36)

The teacher's responsibilities are to:

- Deliver high quality teaching which is differentiated for individual pupils.
- Review the progress of children to ensure that they are making progress.
- Put in place interventions and support to meet the needs of children.
- Maintain communication with parents.
- Maintain communication with external agencies through liaison with INCO.
- Attend reviews of the child's SEN
- Maintain records of provision for each child who has SEN

The Role of the Teaching Assistant

Working under the direction of the Class Teacher and INCO, the Teaching Assistant's responsibilities are to:

- Deliver high quality targeted interventions or support for children.
- Respond to the child's individual needs.
- Maintain records of interventions and support.
- Liaise with the Class Teacher and INCO

The Role of the Governing Body

It is the Governors' responsibility to:

- Appoint a Governor with specific oversight of the school's arrangements for SEN and disability.
- Designate a teacher to be responsible for co-ordinating SEN provision, the INCO.

The Role of the Head Teacher

It is the Head Teacher's responsibility to

- Monitor the progress of all children through regular progress meetings.
- Ensure quality first teaching in all classes.
- Ensure that all pupils have access to a broad and balanced curriculum.

Ensure that the INCO has sufficient time and resources to carry out their responsibilities

PARENTAL INVOLVEMENT

We recognise the importance of the involvement of the child's parents at all stages of education, including when provision is made for a child's SEN. This may be done at the termly parents' evening, or at a meeting that is arranged between the parents and others who are involved in the special arrangements for the child.

Unless the context otherwise requires, a parent is a person who is deemed to have 'parental responsibility' for the child or who has care for the child. At all times, parents will be included in the decisions which are made and their views will be actively sought.

INVOLVEMENT OF THE CHILD

The child has an important contribution to make towards the provision made for him or her and it is

with this in mind that those who are providing for a child with SEN should, when possible, involve the child in discussions concerning this provision.

The children contribute towards the termly review and their comments are noted. They complete a self-evaluation form through discussion with an adult as part of the annual review of Statement or Education, Health and Care plan. They identify their own target for development and how this might be achieved

IDENTIFICATION, ASSESSMENT AND RECORDING

When someone expresses a concern about a child's learning, whether this is the class teacher, a parent/guardian, another adult in the school or another professional who has contact with that child, then the class teacher must consider whether a child has SEN. This consideration must follow the school's Graduated Response flowchart and take into account the definition of SEN and the evidence available to support the concern. The class teacher must consider whether they need to provide some additional or different action from those provided by the school's usual differentiated curriculum, for the child to continue to make adequate progress.

The class teacher may decide, in consultation with the INCO, that SEN Support is not appropriate at this time. If this is so, a brief record will be made, by the INCO, of this decision including who first voiced a concern and why it was decided that School Support was not appropriate at this stage.

STAGES OF SUPPORT

Registering of a child with Special Educational Needs following early concerns

At this stage:

- A meeting is held between school and parents to discuss continued needs, which will have been previously highlighted by school and/or parents.
- Through this consultation, an agreement is made that the child is listed on the school's register of children who have Special Educational needs.
- The INCO registers the child at SEN Support.

SEN Support

At this stage:

- Through discussion between the class teacher, the INCO, the parents and the child, an action plan is agreed. This is called a MyPlan and identifies targets for the child and how the child can be supported.
- Progress is reviewed each term and this is shared with parents and pupils. Assessments are made and the MyPlan is reviewed to ensure the correct level of support is in place. At the review, it may be agreed to remove the child from the register, or to remain at School Support. It may also be agreed that a request should be made for support from additional external providers, e.g. Learning Support Team, Speech and Language therapist. This is the graduated response to SEN.
- If the child's needs continue and are complex, then it may be agreed to request assessment towards an Education Health and Care Plan.

Education Health and Care Plan (EHC plan)

At this stage:

- Procedures continue as before at SEN support.
- In consultation with the Local Authority a formal document may be written, which will become an Education, Health and Care Plan.

ARRANGEMENTS FOR COMPLAINTS

Should parents be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the outcome of previous discussions, should ask to speak to the INCO. Helen Willcox is in school from 8.30am weekdays.

In the event of a formal complaint parents are advised to follow the school's 'Complaints Policy' which is available on the school website.