



Fen Ditton C. P. School

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

<b>Policy Review Schedule</b>	
Last Updated	Next Planned Review and Update
October 2016	September 2017
Governor Signature:	

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

This policy complies with the Statutory Requirement laid out in the SEND code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 January 2015
- Schools SEN Information Report Regulations 2014

### **General rationale**

Fen Ditton Community Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

All pupils are entitled to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. We aim to operate a *'whole pupil, whole school'* approach to the management and provision of support for SEND

Children learn best when they are happy and confident, are praised and supported, given opportunities to show initiative and develop creative thinking, are encouraged to be independent and are challenged by high expectations.

The learning environment is an important element and should be stimulating and attractive, comfortable and welcoming, safe and imaginative.

We want all pupils to develop positive attitudes towards learning, to show interest in and participate fully in school life, to show initiative, be confident, work co-operatively and attain their true potential.

Teachers, together with parents and the wider community, play an important part in the development of the whole child. The curriculum and all of the enrichment activities we offer at Fen Ditton Community Primary School reflect our commitment to a rounded and inclusive education for all our pupils.

Fen Ditton CP School provides education for pupils of all abilities and challenges pupils to achieve to their full potential. We recognise that we must make specific provision for SEND pupils to ensure that all children in our community have the opportunity to develop their skills and talents. An appropriate education will promote thinking skills and nurture the whole child, socially, emotionally and intellectually.

### **School aims**

The school aims to promote a positive ethos, in a secure and supportive environment where challenging, but achievable targets are set and celebrated, for children of all abilities. We consider the needs of the whole child, not just their SEND. Where we do identify SEND we make provision to meet those needs and also those of pupils with additional needs. We aim to promote independence and build resilience in learning and provide support and advice for all staff working with SEND pupils to optimise the quality of our provision.

### **Definitions**

Children with SEND may be identified when:

- little or no progress is being made when teaching approaches and intervention has particularly targeted the child's identified area of need
- attainment continues to be significantly below those expected for a child of similar age
- communication barriers or interaction difficulties create barriers to learning
- sensory or physical problems create barriers to progress despite the provision of

- specialist aids or specialist equipment
- persistent emotional or mental health difficulties are not improved by techniques normally employed within the school

Special education provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

### **Categories of Special Educational Need**

Children's needs and requirements fall into four broad areas:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and mental health;
- sensory and/or physical.

We build the identification of SEND into our overall approach to monitoring the progress and development of all our pupils. Each pupil's current skills and level of attainment is assessed on entry. Class teachers make regular assessments of progress for all pupils. The school aims to identify pupils with SEND as early as possible and to make appropriate intervention; to identify pupils of all abilities who are underachieving and act upon this and to support pupils to make optimum progress. Pupil progress is tracked on a termly basis. Where pupils are falling behind or making inadequate progress given their age or starting point your child's class teacher will invite parents in. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

In some cases it may be the parent who first raises the possibility of special educational needs. The class teacher will listen to parental concerns so that together we can best decide how to support the child. When class teachers have initial concerns about a pupil they ensure a base line assessment is in place and plan interventions to help the pupil with the difficulty they are experiencing. Work is undertaken by the class teacher, or by trained teaching assistants under the direct supervision of the class teacher. In many cases a targeted programme of support will be enough to address the difficulties. If, following several weeks of additional support, however, the child continues to experience difficulties he or she may be placed on the SEND Support List.

Targets are set regularly for all children with SEND. Class teachers, with support and advice from the SENCo, and after discussion with all staff involved with the child, agree **in consultation with parents and pupils**, which targets will be set, which interventions will take place and what the expected impact of those interventions will be. Children themselves are actively involved in monitoring their progress towards their targets. **Parents, pupils and class teachers are all meaningfully involved in both the target setting and the review process each term.** Together needs are assessed, support planned, that support is implemented and the child's progress is then reviewed. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the support plan.

Continuing concerns about the outcomes of additional provision made by the school may trigger support from external agencies such as the specialist teaching service, pediatricians and educational psychologists. Documentation may need completion at this stage including Social Communication Descriptors or a CAF (Common Assessment Form). Parental involvement is crucial at this stage and permission from parents is always sought before any such involvement from professionals is sought. When advice is received as a result of the involvement of external agencies, it is included in the target setting process.

For a very small minority of our pupils with significant SEND there may be a need to request statutory assessment to consider whether an Education and Health Care Plan is appropriate. A

child needing a statutory assessment will have clearly identified complex, long-term and enduring SEN or disability which has a significant impact on their ability to access the curriculum.

Annual Review Meetings are held for children who currently have a Statements of Educational Needs under the previous SEN Code of Practice, and those who will be given a Education and Health Care Plan under the 2015 Code of Practice. Transfer Review Meetings are held when a pupil reaches year 5 to plan for the transfer of the pupil to secondary school at the beginning of Year 7.

We recognise that there are other factors which may impact on progress and attainment, but which are not in themselves SEND. These include:

- attendance and punctuality
- health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a parent in the armed services.

### ***Training and resources***

Teachers and teaching assistants undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. All staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the LA SENCo network meetings and cluster link SENCo meetings in order to keep up to date with local and national updates in SEND. The school has Nasen (national association of SENCos) membership to access support and expert advice on developments in SEND.

**It is expected that this policy will develop in accordance with statutory changes, but also alongside the planned improvement and development of the whole school. It will be formally reviewed annually.**

### ***Appendices***

[Web link to SEN Information Report](#)

[Web link to SEND Code of Practice](#)