



Policy Title	SPECIAL EDUCATION NEEDS & DISABILITY (SEND) POLICY
Committee responsible	Teaching & Learning
Last reviewed	January 2016
Next review due	January 2019
Who is governed by this policy	All pupils at the school
Available on website	YES / NO

Signed
 (Chair of Governors)

Signed
 (Headteacher)

Date

SEND POLICY

Section 1: Rationale

At Warnham CE Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to raise all aspirations. We aim to achieve these through the removal of barriers to learning and ensuring equal access to all opportunities. We respect that all children:

- have different educational 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

Provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of pupils with special educational needs. Our school provides a focus on outcomes for children.

Defining Special Educational Needs

Children with special educational needs have learning difficulties that require special provision to be made. All children may have special needs at some time in their lives. Some children will have more specific needs over a much longer period.

Children may have a special educational need if:

- there is a significant difficulty in learning compared to their peers
- there is a disability which prevents or hinders them from accessing opportunities for learning that are provided for their peers

Section 2: Policy Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide teachers with support, expertise and resources in order to identify, assess and provide for SEND.
5. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Inclusion Policy.
6. To monitor all children on entry to school and at regular intervals to determine their initial, continuing or emergent special needs. This will be achieved by comparing information given by parents and pre-schools with information gained by teachers.
7. To enlist the support and resources of outside agencies when appropriate.
8. To involve parents in discussions relating to their child’s SEND and the provision of those needs.

Special educational provision should be matched to the child’s identified SEND. Children’s SEND are generally thought of in the following four areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The following, although not SEND, may impact on progress and attainment:

- Attendance and punctuality
- Health & Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP) Grant
- Being a Child Looked After (CLA)
- Being a child of serviceman/woman

Section 3: Managing SEND Provision

The Governing Body have due regard to the Special Educational Needs & Disability Code of Practice in carrying out its duties towards all pupils with special educational needs. The governing body has identified a governor who has the specific responsibility of ensuring that the needs of SEND children are being met. The specified governor has the responsibility to ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The Headteacher has the overall responsibility to ensure that the needs of SEND pupils are met and to provide information for governors on how funding allocated to support those needs has been utilised. The Headteacher regularly liaises with the SENCo (Special Educational Needs Co-ordinator) to ensure the efficient management of provision.

The SENCo has a key role in determining the strategic development of the SEND policy and provision to enable good progress for these pupils.

TAs (Teaching Assistants) are used to provide individual and small group support to children within the classrooms with support and guidance from the class teacher, the SENCo and external agencies involved with the children.

Partnership with parents plays a key role in enabling SEND children to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The school treats parents as partners and supports them in playing an active and valued role in their child's education.

Professional development is identified for all staff to extend and improve their knowledge and skills. This may be through staff meetings led by the SENCo or other experts in the field of special educational needs. On-line training is also encouraged to further understanding and skills.

Section 4: Identification, Assessment and Provision

The majority of children entering our school have attended some pre-school setting. Some children will have been assessed as having a special educational need. If a child has had access to external support from the 'First Team' or pre-school panel, relevant information will be passed on in a red folder. During liaison visits information will be shared on the child's needs to ensure smooth transition.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Warnham School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils.

Teaching staff are expected to use their own professional judgement with reference to the maturity level of the child when assessing a child whom they suspect of having a possible learning difficulty. Standardised tests may indicate SEND. These concerns are then discussed

with the parents and class based assessments can take place. Based on these assessments the class teacher / SENCo will decide on a programme of support which will then be assessed again after a given amount of time to ascertain progress after the programme. We carefully apply the cycle of ASSESS – PLAN – DO – REVIEW.

If the child continues to have difficulties an Individual Learning Plan (ILP) will be drawn up to record short-term targets, the teaching strategies to be used and a date for review. The ILP will only record that which is additional to or different from the curriculum and will focus on no more than 4 individual targets that match the child's needs and have been discussed with the parents. The ILP will be reviewed regularly and parents' views on their child's progress sought. The child's progress will be monitored and if sufficient progress is not being made the SENCo will consult with the parents and class teacher to organise further assessments. Outside agencies may be brought in.

Permission to seek advice from external agencies will be sought from parents prior to any contact being made. The SENCo will support the further assessment of the child, assist in planning future support and monitor the action taken.

Children will be made aware of their targets and, where appropriate, be involved in setting them. They will be encouraged to monitor their own progress towards targets. Parents will be kept fully informed and be encouraged to attend meetings to review ILP targets.

If a child requires a very high level of support from external agencies and continues to demonstrate significant cause for concern a request for Education, Health and Care Plan (EHC Plan) will be made to the Local Authority. For any child with an EHC Plan the school will ensure that it meets the requirements of that plan or pursue all avenues to ensure those requirements are met. EHC Plans are reviewed at least annually with the parents, the pupil, the Local Authority, the school and all other professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational needs specified in the statement. The annual review will focus on what the child has achieved as well as any difficulties that need to be resolved.

Recording

Children's SEND files are confidential and kept in the locked cupboards in the Inclusion Room (The Nest). These records will ensure the continuity of provision between class teachers, Key Stages and school transfers. The files contain information such as ILPs, outside agency reports, provision maps, notes from planning meetings with the Educational Psychologist and other agencies, observations, tracking progress and records of parent meetings.

Statutory Access and Inclusion

Warnham School wants all the children to feel that they are valued members of the school community, that they have equal rights as well as a responsibility to ensure others' rights are respected and the absolute right of **equal access to all** opportunities offered within and outside the school.

Monitoring and Evaluation

The school monitors the progress of children with special educational needs. This includes analysis of pupil tracking data, IEP reviews, and standardised test results in addition to information from class teachers, Local Authorities, parents / carers and reports from external agencies. Provision is then amended to reflect the child's needs if expected progress has not been made.

The SENCo and assigned governor hold regular meetings to review provision.

Section 5: Exiting SEND Support

Once a child has made significant progress and is in a position to manage without additional support the child will be removed from the SEND register after consultations with parents, the class teacher, SENCo and any outside agencies that are involved.

Section 6: Supporting Pupils and families (Links)

The Local Offer improves choice and transparency for families and details information about the provision available to children at Warnham School. Our Local Offer can be found on our school website: www.warnham.w-sussex.sch.uk

The West Sussex Local Authority Local Offer can be found at:

http://www.westsussex.gov.uk/learning/special_educational_needs_sen/local_offer

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The link to Warnham Schools Medical Conditions Policy can also be found on our school website: www.warnham.w-sussex.sch.uk

Some children with SEND may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision under the Special Education Needs & Disability Code of Practice (2014).

Complaints

If a parent / carer is unhappy with any aspect of special educational needs provision, please refer to the complaints procedure.

Section 7: Training and Resources

Assessment of the needs of pupils with SEND is then considered against the teacher's abilities to meet these and training given where appropriate. All staff are encouraged to undertake training and development.

The school's SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national updates in SEND.

Section 8: Policy Review

The SEND Policy is reviewed annually