

Shurdington CofE Primary

Be the **BEST** we can be!

Believe Enjoy Succeed Together

'Love God and love your neighbour as you love yourself.'

Matthew 22, verses 37 and 39.

Policy for Special Educational Needs and Disability

Shurdington Church of England policies are written in the spirit of Christian values

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) 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 (July 2014) Professionals working with children and Young People (0-25 yrs) with Additional Needs including SEN and Disabilities
- Gloucestershire Guidance Booklet
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards
- The National Curriculum in England Key Stage 1 and 2 (July 2014)

SENDCo : Mrs Joanne Townsend (Member of SLT)

Qualifications: B.A (Q.T.S) Hons , National Award for SEN

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SEN Governor: Rachel Cottell

Contact: 01242 862420

Designated Lead Teacher for Safeguarding: Mr Jon Millin (Headteacher)

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Deputy Designated Teacher for Safeguarding: Mrs Joanne Townsend (SLT) Mrs Laura Abraham (PACSA)

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Nominated Governor for Safeguarding & Child Protection: Kirsty Kitchen

Contact: 01242 862420

Policy Principles

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with a special education need, receive a curriculum relevant to their needs and ability and still fulfil the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs
- providing an appropriate learning environment for all children
- enabling parents to take a supportive role in their child's learning

- establishing a SEND register and a record keeping system
- providing training for the SENCO, class teachers and teaching assistants , and opportunities for dissemination of information related to SEND.
- having regard to the Code of Practice

Aims

- To ensure a broad, balanced and full curriculum entitlement and access for all pupils, including those with SEND.
- To ensure that necessary provision is made for any pupil whose Special Educational Needs have been identified.
- To ensure that each pupil with SEND, as far as possible, is educated and joins in the activities of the school together with pupils who do not have SEND.
- To develop a strong partnership between the school, parents and their child.

Objectives

- To identify pupils with SEND as early as possible and to monitor their development and progress regularly.
- To provide for pupils with SEND by using the most appropriate agency.
- To involve the child with SEND and their parents throughout the whole process, taking into account the child's wishes and needs.
- To ensure close co-operation between all agencies involved.

Admission Arrangements

The admission arrangements will be the same as for any other pupil providing the school is not oversubscribed however it should be noted by all concerned that:- *Whilst L.A's and schools can make any reasonable and objective admission arrangements in the event of over subscription, those arrangements cannot be used to refuse admission to a child- or give the child lower priority than other applicants- simply because the school considers that it cannot cater for his or her SEND.*

Identification and Assessment of pupils with Special Educational Needs

This will follow a process of: identification, assessment and provision. Actions relating to SEND provision will follow the Assess, Plan, Do and Review model (Gloucestershire's Graduated Pathway). It may be deemed necessary to seek support from an external agency, in this instance parental permission will always be obtained.

The majority of children with SEND will be on a My Plan, after consultation some children may be placed on a My Plan+. For pupils with significant and complex needs that cannot be met within the schools own resources, a request will be made to the L.A for an assessment of education, health and care needs. This may result in an EHC plan being provided.

Placing a child on the SEN register is not a static process and children may be added/removed following intervention and monitoring.

Please refer to the School's Offer for information on:

- what parents should do if they think their child may have special educational needs.
- how pupils will be supported in school and parent's involvement

Partnership with Parents and children

Identification of needs may come from school, parents or the child themselves. In the case of school being the first to identify no decisions about referrals, provision, My Plans, movement between stages, escalation to statutory assessment will be made without parental consultation. Within the review process, as recommended in the Code of Practice, parents will be consulted and invited to join any review meeting. Children will also be invited to be part of the process in an appropriate manner.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with ongoing medical needs will be provided with a Health Care Plan.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and are identified in the school Medicine Administration Policy.

Funding

Funding for SEND is received through the L.A budget.

Role of the SENCO

The SENCO is responsible for:

- Liaising with and advising staff
- The management of the provision for pupils with SEND.
- Maintaining a register of all children with SEND and records on all pupils with SEND
- Liaising with external agencies and parents
- Contributing to in-service training of staff
- Contributing to the writing, delivering and reviewing of My Plan +/- EHCPs
- Overseeing the day to day operation of the school's SEND policy

In the absence of the SENCO the point of contact is the Headteacher.

Role of Governing Body

The governing body should ensure the best possible provision for SEND.

They are aware of their responsibilities for SEND and discuss issues regularly.

There is a designated SENDCO governor who will meet regularly with the SENDCO. This governor will:

- Have clear working knowledge of the SEND code of practice
- Be aware of the schools systems for SEND provision
- Establish good working relationship with the SENDCO

Role of Headteacher

The Headteacher is responsible for:

- Keeping the governing body fully informed of SEND issues
- Pastoral care for all pupils (PSP)
- Ensuring that there is a suitably experienced and qualified teacher designated as special educational needs coordinator (SENCO) for the school (for details, see *Special Educational Needs/Disability Regulations 2014* and the *0-25 SEND Code of Practice (2015)*);
- Taking account of the *0-25 SEND Code of Practice (2015)* when carrying out their duties towards all pupils with special educational needs/disabilities;

- Ensure the school produce and publish online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014; and
- Ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).
- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has special educational needs;
- Ensure that parents and/or the young person are notified by the school when special educational provision is being made for their child because it is considered that they have special educational needs;
- Make sure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's special educational needs and/or medical conditions;
- Make sure that the teachers in the school are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching;
- Consult the local authority and the governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area;
- Ensure that pupils with special educational needs/disabilities join in the everyday activities of the school together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other pupils, and the efficient use of resources

Although the Headteacher retains ultimate responsibility, many responsibilities are delegated to the SENCo and the teaching staff.

Role of Class Teachers

Class teachers are responsible for:

- Initial identification
- Communicating with the SENCo and SEND support staff
- Adapting HQT to enable access
- The writing, delivering and reviewing of My Plans
- Contributing to the writing, delivering and reviewing of My Plan +
- Contributing to the writing of EHCP and reviews

Staff development

Staff development is usually linked to the School Development Plan or arising from performance management. It will include opportunities for in –service training and professional development for all adults who work in the school to maximise support for pupils with SEND.

Safeguarding

Shurlington C of E Primary has a Safeguarding Policy which aims to protect every child in its care by ensuring that everyone in the school, teachers, non-teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk.

Information storage and management

Confidential information is kept in a locked cupboard, e-mails containing children's personal information are sent via Egress / password protected.

Complaints

In the first instance parents complaints about the provision or organisation of SEND should be brought to the SENDCO or Headteacher. Once a complaint has been made it will be given immediate attention and parents can expect a response as quickly as possible. If the complaint is of a serious nature, and help has to be sought from outside agencies, the matter will be given urgent attention and the parents will be consulted at every step of the proceedings.

Monitoring and Review

The policy is reviewed by the SENCO, working in consultation with parents, staff and governors.

The policy will be reviewed as shown on the School Improvement Plan.

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the SENCo working closely with the Headteacher.