

Special Education Needs and Disability Policy Reviewed February 2018

Purpose of Policy

We at Long Sutton C of E Primary School believe that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. We also aim to provide an accessible environment, in order to be as fully inclusive as possible.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment and our medical policy. The accessibility plan is an integral part of this policy.

Roles and responsibilities of headteacher, other staff and governors

The **headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the School
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors
- Keeping updated with the core standards set out by SCC and ensuring staff's awareness of these and other updates with SENCo
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The **Special Educational needs co-ordinator (SENCO)** is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND and use the early identification document
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND and working on EHCP where necessary

- Supporting class teachers in devising strategies, , drawing up Individual Learning Plans (ILPs) with the teachers and reviewing them; ensuring a person centred approach, setting targets appropriate to the needs of the pupils and preparing for adulthood, and advising on appropriate resources and materials for use with pupils with SEND.
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used, their child's progress and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers, LSA's and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND though the use of school assessment information
- Contributing to the in-service training of staff
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- Ensuring the local offer is updated as necessary
- Keeping updated with the core standards set out by SCC and ensuring staff's awareness of these and other updates with Headteacher

Class Teachers are responsible for:

- Including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum, seeking advice from the SENCO
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND about their provision and progress
- Writing and reviewing the pupil's ILP, with the support of the SENCo as necessary, and reviewing them working on it with the pupil and parents
- Keeping updated with the core standards set out by SCC

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- Have opportunity to speak to and hear the advice of outside agencies where appropriate

The **Governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- The necessary provision is made for any pupil with SEND

- All staff are aware of the need to identify and provide for pupils with SEND. They are also very aware of dyslexic tendencies and aim to run dyslexia friendly classrooms in order to meet those needs
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They report to parents on the implementation of the school's SEND policy
- They have regard to the requirements of the SEND code of Practice 0-25 (2014)
- Parents are notified if the school decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- The quality of SEND provision is regularly monitored
- They, and the school as a whole, are involved in the development and monitoring of this policy
- Keeping updated with the core standards set out by SCC

Date established by the governing body:.... 16th May 2018

Date for review:....February 2019