

Coalbrookdale and Ironbridge C.E. Primary School



Special Educational Needs and Disability Policy

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Special Educational Needs and Disability (SEND) Policy

“LIVING LIFE IN ALL ITS FULLNESS”

Our school has a long held reputation for its high standards. In an atmosphere of care and sensitivity the children are encouraged towards ‘Living life in all its fullness’ and to be fully prepared, with confidence and self-motivation, for secondary school and adult life. Our Christian faith underpins the school’s ethos, and we encourage our children to shine in their lives. Our key values COMPASSION, PERSEVERANCE, TRUST, RESPECT and RESPONSIBILITY play a key role in teaching our children to respect and love one another, within a supportive and caring atmosphere. Children are always encouraged, motivated and supported to achieve the best they can in all aspects of the curriculum including those children with Special Educational Needs and Disabilities.

Defining Special Educational Needs and Disabilities

As defined in the Special Educational Needs and Disability Code of Practice 0-25 (Published January 2015):

“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. 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”

We recognise there is a wide spectrum of SEND covering the four main areas of need:

- **Communication and Interaction:**
 - Specific Language Impairment (SLI)
 - Autistic Spectrum Condition (ASC)
- **Cognition and Learning:**
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD)
- **Social, Emotional and Mental Health Difficulties:**
 - Anxiety
 - Depression
 - Withdrawal
 - Attention Deficit Hyperactivity (ADHD)
 - Attention Deficit Disorder (ADD)
 - Attachment Disorder
- **Sensory and/or Physical Needs:**
 - Vision Impairment (VI)
 - Hearing Impairment (HI)

Principles and Aims of the Policy

- To create an environment that meets the special educational and/or disability needs of each child.
- To ensure that the special educational and/or disability needs of children are identified, assessed and provided for.
- To integrate children with additional needs, taking into account the needs of the individual, the needs of other children and the efficient use of resources.
- To enable all children to have full access to all elements of a broad and balanced curriculum and participate in all areas of school life.
- To work in partnership with the child and their family.
- To ensure close co-ordination and co-operation between staff and other professional agencies (such as Learning Support Advisory Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Social Services, Health Authority agencies etc) in order to fulfil our responsibilities towards the individual child.
- To assess, monitor and review the child's progress carefully and to keep records of the 'Assess, Plan, Do, Review' cycles and teaching strategies which facilitate progress.
- To support children with educational needs to ensure the efficient use of resources and review teaching styles and strategies.

Admission Arrangements

Our admissions procedures are fully in line with the LA Policy and the school's agreed admissions policy. Each case is considered individually, in consultation with the parents and/or the LA to provide the optimum outcome for the child, and we admit pupils who are already identified as having special educational needs, both with or without an EHCP. An assessment of the school's premises may be required to ensure suitability for any prospective SEND children; this may be an ongoing assessment as a child with SEND moves up school. We work closely with parents and professional agencies to meet the child's special educational needs. We ensure continuity of provision through liaison with pre-school settings and staff from other schools, where necessary.

Working in Partnership with Parents

We acknowledge that the parents hold key information and have a crucial role to play in the education of their child. We actively encourage parents to make an active contribution to their child's education. At all stages, the school keeps parents fully informed and involved taking account of the wishes, feelings and knowledge of parents in the following ways:

- The progress of children with special educational needs or disability is discussed between parents and class teachers twice a year at parent consultations.
- Open door policy, so parents can speak to the Class Teacher and/or SENDCO about any concerns or for advice
- Monthly drop-in sessions for parents to form relationships with the SENDCO and each other
- Giving out Advice Leaflets on how parents can support their child's learning at home and guidance as to SEND procedures and practice
- Personalised Learning Plans (PLPs), identifying a child's specific targets and support (termly)
- Annual Reviews for children with EHCP's

Parents can view the school offer within the SEND Information Report and the SEND Policy on the website. The Governing Body conform to the requirements of this document as stated in the Special Educational Needs and Disability Code of Practice 0-25 (published Jan 2015) , section 6.79

Please note that parental permission is always sought before the child is referred to any outside agency.

Pupil Participation

All children in our school are encouraged to share in the monitoring of their work and in evaluating their progress. Their views are sought when writing and reviewing the targets on their Personalised Learning Plan and participate in writing their SEND Pupil Profile.

Children with an EHCP – targets will reflect work objectives set by outside agencies involved in the provision made for the child and will be linked to the objectives of the plan. Children will be asked to express their views during the Annual Review and other processes.

Educational Inclusion

‘Every teacher is a teacher of every child or young person, including those with SEN’ (Code of Practice January 2015)

Through appropriate provision, we respect the fact that children:

- have different educational and behavioural 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;
- may require adaptation to the environment.

Staff respond to children’s needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children’s understanding through the use of all available senses and experiences.
- Planning for children’s full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, and to take part in learning.
- Teaching may be in a group or on an individual basis and where appropriate by withdrawal or in the classroom.
- Teaching may involve the use of extra resources, manipulatives, visual prompts or arrangements that support the needs of the children.

Identification and Assessment

At Coalbrookdale & Ironbridge CE Primary School we believe that early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. This is recorded on an initial concerns form and signed by the parent/carer. Equally parents may wish to raise their own concerns with the teacher.

The class teacher and the SENDCO assess, track and monitor the children’s progress in line with existing school practices. This is done on a termly basis when formal conventional assessments have been completed. Personalised Learning Plan (PLPs) are also reviewed termly; progress is measured against Specific, Measurable, Achievable, Realistic, Timed and Agreed (SMARTA) targets. With appropriate guidance from teaching and/or support staff, pupils take an active, central role in the setting of new targets as well as the review of these targets. They have access to their own PLP folder (which includes a one-page profile, an overview sheet with general information and the PLPs) in the classroom.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. This may include Pre-Key Stage Standards for children working significantly below the expected standard of the National Curriculum; SMARTA targets on PLPs for children on the SEND register; SMARTA targets and long-term objectives on detailed PLPs for children with EHC and ISP Plans. Assessments should be quantitative and qualitative, where appropriate.

The teacher works closely with parents, the child and the SENDCO to plan an appropriate programme of intervention and support.

In line with the revised Code of Practice (September 2015) the school has adopted the Graduated Response for children with Special Educational Needs or Disability. This enables the school to decide whether a request for ISF funding or a request for an assessment for an EHC plan is appropriate:

- Request for Statutory Assessment may be initiated by the school with a view to developing an Educational Health Care plan (EHC plan). Parents are actively involved and supported in this process.
- The Local Authority (LA) considers the need for statutory assessment and can order multi-disciplinary assessment. It may then issue a formal EHC plan.
- The LA seeks a range of advice before making a formal decision. The needs of the child are considered to be paramount in this.

External Support

The school, when necessary, will consult with specialist teachers, the Behaviour and Learning Support Service, educational psychologists and advisers to provide for the needs of the children. The school also works in close partnership with the LA which provides information about the range of services locally available.

Transition Arrangement

Provision for smooth transition from nursery to Reception class is in place; the SENDCO and/or Reception class teacher meets with the nursery manager and/or support assistant prior to the child attending school. Parents are also invited to meet with the SENDCO and/or Reception class teacher.

Provision for smooth transition to secondary school is in place. This involves SENDCO's from secondary schools meeting with the Year 6 class teacher, SENDCO, child and parents at an appropriate point within the child's final year. Support assistants from the secondary schools are also invited to attend and are encouraged to spend some time with the child. In the Summer Term, the children are given the opportunity to spend a morning with their new class and teacher. In addition, the teachers will have a meeting to ensure a smooth transition from year to year group.

For transition to our school from other schools at other times within the primary school calendar, parents are encouraged to share any concerns or information pertaining to SEND, so that adequate provision is in place from the first day. A transition meeting may be appropriate.

The role of the Special Educational and/or Disability Needs Coordinator (SENDCO)

The Coalbrookdale & Ironbridge CE Primary School SENDCO is Mrs Joanne Jenks who holds the National Special Educational Needs Coordination Award. The SENDCO is responsible for:

- Ensuring all statutory duties are met with regards to SEND.
- Keeping up to date with current legislation.
- Managing the day-to-day operation of the policy.
- Co-ordinating the provision for and managing the responses to children's special needs and disability.
- Supporting and advising colleagues.
- Attending Continued Professional Development (CPD) and contributing to staff CPD in school to ensure the SEN needs in school are being met.
- Maintaining the school's SEND register.
- Contributing to and managing the records of all children with special educational needs or disability.
- Managing the school-based tracking and assessment and completes the documentation required by outside agencies and the Local Authority (LA).
- Liaising with parents with regard to SEND.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Liaising with external agencies and other support agencies.
- Monitoring and evaluating the special educational needs provision and reporting to the governing body, working alongside the SEND governor.
- Managing a range of resources, people and material, linked to children with special educational needs or disability.

Dispute Resolution

Any parent who is dissatisfied with any aspect of SEND provision should first seek to discuss this with the class teacher or SENDCO or in the second instance, with the headteacher. If concerns remain, the governor with responsibility for SEND will bring the dispute to the attention of the governors, if appropriate.

Confidentiality and General Data Protection Regulations

In line with our confidentiality policy, all information about children with SEND is treated accordingly. SEND information is stored securely on the school system in a password-locked folder and only accessible to the headteacher, SENDCO and Administrator. Hard copies of documents are stored in a locked cupboard.

Links

It may also be useful to view the following:

- SEND Information Report
- Confidentiality Policy/GDPR policy
- Equal Opportunities Policy
- Disability Policy
- Link to Local Offer: <https://www.telfordsend.org.uk/site/index.php>
- Children and Families Act (2014)
- Equality Act (2010)