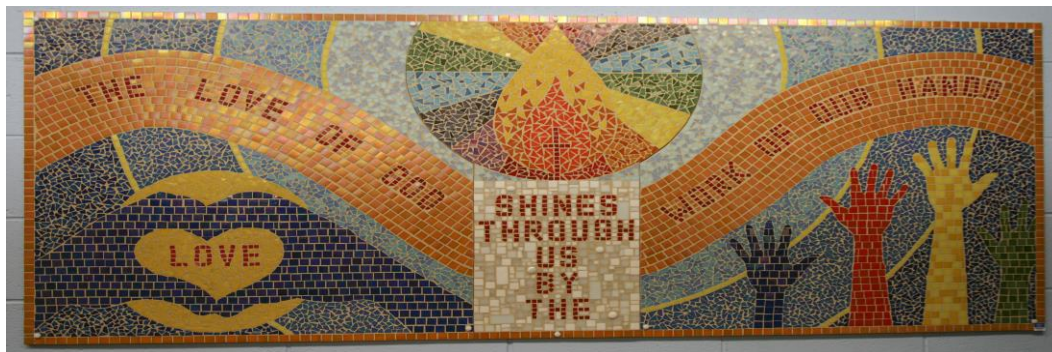


Norley CE Primary School



Special Educational Needs Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives.

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)

Special Educational Needs Policy

Purpose

Our school believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that many pupils will have special educational needs (SEND) or additional needs 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. Our school aims 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. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Relationship to other policies

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

EARLY IDENTIFICATION

As a school we recognise the importance of early identification and that this early identification is backed up by effective intervention. During the Early Years Setting (Foundation Stage), the new Early Years Curriculum provides a profile of strengths, weakness and areas of concern. Reference is made to the assessments by the school doctor and nurse and playgroup/nursery reports. Guidance is also sought through liaison with Health Visitors, Speech Therapists, Educational Psychologists etc.

Roles and responsibilities of headteacher, other staff, governors

Provision for children with special educational needs is a matter for our school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

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 named SEND personnel within the school. Currently this is Mrs Kelly.
- 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.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- to ensure there is a designated governor with a responsibility for SEND
- 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
- 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 (Information Report)

- they have regard to the requirements of the *SEND Code of Practice* (2014) and Disability Act (2010) and also take into account other updated guidance from the Local Authority. In school we follow the Graduated Response approach, including reference to guidance for requesting individual pupil funding (IPF)
- 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.

The **special educational needs co-ordinator** (SENDCO) 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
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs) and Group EIPs and other individual behaviour and physical plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents. With parental written consent.
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs

- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- 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 the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEND moderation and other cluster work to aid in them in carrying out their role.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND that may be in conjunction with the SENDCO

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.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the headteacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject co-ordinators



- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor, that will be carried out at least annually. SEND provision for pupils on the register is reviewed by the curriculum and community committee each term.
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- regular evaluation by the HT / SENDCO of the success of the policy and setting of new targets for development. These are then fed back to staff at staff meetings, or individually to staff by the SENDCO.
- the school development Plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

Special Educational Needs Policy	
Review Frequency:	Annual
Reviewed and approved by:	Curriculum & Community Committee
Date:	30 th January 2024
Headteacher signature:	<i>Helen Kelly</i>
Chair of Governing Body signature:	<i>Paul Corbishley</i>
Date of next review:	30 th January 2025