

Coleham Primary School



A Policy for Special Education Needs & Disability Provision

Policy Date-September 2019
Review Date-September 2022



Introduction

This policy is intended to ensure that all pupils, including those with Special Educational Needs and Disability (SEND) achieve their potential, make expected or good progress in their learning and are fully integrated into the life of the school.

Intent

This policy is intended to be a brief, working document which enables:

- All staff to understand the provisions that we make for pupils with Special Educational Needs or Disability (SEND) and their roles and responsibilities.
- Parents to understand what additional support their child may be given if they suspect their child has SEND or if a SEND has been identified.
- Governors so they can hold school to account and ensure that our provision for pupils with SEND is outstanding.

Statutory Guidance

This policy has been drafted in line with the Special Educational Needs and Disability Code of Practice: 0-25. This is statutory guidance for organisations which work with and support children and young people who have Special Educational Needs or Disabilities, January 2015. The Code of Practice makes clear that parent/carers/pupil/school relationships should be at the heart of any policy documents and they should aim to be simple to read and jargon free. Should any parent/carer, governor or other interested party require a copy of any of the legislation, School will be happy to provide a copy; alternatively a copy is available online at, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
On the Local Offer Website, <https://shropshire.gov.uk/the-send-local-offer/>
On the schools website, <http://www.colehamprimary.co.uk/>

Our Provision

Provision of support for Pupils with Special Educational Needs should ensure learning through:

- **Early identification of a 'Special Educational Need'**

Early identification means that support/provision can be put in place before a large gap opens up between the progress and attainment of a pupil with SEND and the progress and attainment of a pupil without an identified SEND.

Our assessment systems provides information on progress to parents and teachers on a termly basis through the schools tracking system, we plot an individual pupil's progress and attainment against the average pupil at Coleham Primary School.

The importance of early intervention

At Coleham Primary School we work with families and other professionals to identify needs early. Identifying one of the four areas needs at the earliest point is essential as early intervention is known to improve long term outcomes for the pupils with SEND. Our

transition and induction procedures for new pupils, consult with parents/carers, pre-schools and previous settings to identify any needs or concerns early so support can be put in place. Whilst for many pupils and young people, their needs can be identified at birth or at an early age, some difficulties only become evident as pupils grow and develop. It is important that all those who work with children and young people are alert to emerging difficulties and respond early. In particular, parent/carers know their children best, and it is important that all school staff listen and understand when parent/carers express concerns about their child's development.

Responsibilities

Pupils with SEND are a whole school responsibility and all teachers are teachers of pupils with SEND. The Head Teacher and the Senior Leadership Team (SLT) are responsible for the progress of all pupils in the school. Specific planning, provision, training and implementation to ensure good provision for pupils with SEND is carried out by the Special Educational Needs Co-ordinator (SENDCo), Mrs P Field. The Governing Body hold the school to account, in ensuring that there is provision for pupils with SEND to achieve their potential, make expected or good progress in their learning and are fully integrated into the life of the school. The SEND Link Governor will meet with the SENDCo termly, in order to report and provide assurance to the Governing Body on provision at Coleham. Part of the Link Governor role is to review procedures and Action Plans, analyse data and examine, question and challenge the system for SEND.

Targeted Support

Provision of support for Pupils with Special Educational Needs should enhance learning through:

- **Targeted and appropriate support to ensure pupils with SEND make expected or good levels of progress.**

Provision management and mapping which show how pupils with SEND are to be supported are created for each class on a termly basis by the Class Teacher with the support of the SENDCo. The Class Teachers are then responsible for ensuring that appropriate provision and support are provided for pupils with SEND either by themselves or through delegation of specific tasks to a Teaching Assistant (TA). Full details of the type of provision that is available can be obtained from the Class Teacher and/or the SENDCo.

Many of the pupils who are not progressing as expected, or are falling behind their peers can be supported, and their needs met, through normal teaching and learning strategies, modification to teaching approaches and to the classroom organisation, or through provision of additional equipment and aids. However, there are some pupils who require support and/or intervention that are additional to or different from those normally provided as part of the differentiated curriculum and they will be given additional SEND support. A child or young person should be provided with such support following discussion with

parent/carers about the identified needs, the support to be provided, and how improved outcomes can be achieved.

In a small number of cases, planning will identify a need to conduct formal assessment of education, health and care needs, leading to an Education Health and Care Plan (EHCP) or Graduated Support Pathway (GSP). A pupil's parent/carer, a young person or school may request that a local authority conduct an education, health and care needs assessment. Should this be relevant to a pupil, the SENDCo will provide a full timetable of the process for parents and other interested parties.

Partnerships

Provision of support for Pupils with Special Educational Needs should enhance learning through:

- **A high quality partnership between parents and school so that pupil's needs are clearly identified and supported both at home and at school.**

Where a child has identified SEND (see our SEND Information Report for the process of identification), school will work closely with parent/carers to support a pupil's learning and development. In addition to the SEND Annual Report and the usual Parent's Evenings where progress is discussed with Class Teachers, parent/carers will be invited to a termly SEND All About Me review meeting or be given an extended parents evening slot. The knowledge and understanding that parent/carers have about their child is key information that can help teachers and others to meet their child's needs.

At the SEND All About Me Review meeting, the Class Teacher will discuss with the pupil and their parent/carers, the current provision, next steps of learning and progress made by the pupil. Discussion can take place and if progress has been made, a decision might be taken that the pupil does not need any further additional SEND support. If there is a consistent lack of progress, despite additional SEND support, a decision may be made to seek further support from specialist outside agencies.

If parent/carers feel concerned about their child's progress they should speak to the Class Teacher in the first instance. The SENDCo and Phase Leaders will also be happy to make additional meetings to listen to parents' views and concerns. The SENDCo and Pastoral Care Team (PCT) are also happy to provide advice to parents to enable them to support their child through home activities. If a parent is unhappy with the approach or advice given then they should speak to the Senior Leadership Team and/or the Head Teacher.

The agreed procedures for ensuring the progress of pupils with SEND in school are set out in Our Special Educational Needs and Disability Information Report.