

Ormesby Village Infant and Junior Schools

Special Educational Needs and Disability (SEND) Policy (In conjunction with the school's SEN offer)

1 Introduction

- 1.1** This school provides a broad and balanced curriculum for all children. The Early Years Foundation Stage and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children may have particular learning and assessment need or a disability that may prove a barrier to effective learning.
- 1.2** These needs are likely to arise as a consequence of a child having special educational needs or disability. Teachers take account of these needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3** Children may have special needs for a range of reasons, either throughout, or at any time during, their school life. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1** The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

- 3.1** Through appropriate curricular 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.

- 3.2** Teachers 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, particularly trauma or stress, and to take part in learning.

4 Special educational needs and/or disabilities

4.1 Children with special educational needs and/or disabilities may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

- 4.2** In our school the Special Educational Needs Co-ordinator (SENCO):
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - maintains the school's SEN register;
 - contributes to EHCP assessments and reviews, provision mapping of interventions, behaviour plans and individual education plans if necessary and along with class teachers maintains the links with outside agencies;
 - monitors and evaluates the special educational needs provision and reports to the governing body;
 - manages a range of resources, human and material, linked to children with special educational needs;
 - reviews the school's SEND offer yearly in consultation with staff, parents, pupils and governors with due reference to the Norfolk local offer.

5 The role of the Governing Body and Headteacher

5.1 The Governing Body and Headteacher do their best to secure the necessary provision for any pupil identified as having special educational needs. They ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools and professionals, when appropriate.

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational Health and Care Plans.

6.2 The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed upon request.

7 Assessment

- 7.1 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.
- 7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- 7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The school uses a model to respond to children's special educational needs in line with The SEN Code of Practice 2014:
- the class teacher identifies and consults with the SENCO;
 - the class teacher sets up appropriate intervention through provision mapping, an individual education plan, behaviour plan or through the Child's EHCP outcomes, with the support of the SENCO
 - the teacher and the SENCO are supported by outside agency involvement if the child continues to fail to make progress;
 - the school uses the support of external professionals to determine whether a child needs an Educational Health and Care Plan;
 - this process is carried out with the full support of the parents/carers who will be involved in how any additional funding is spent to support the child.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3 For intervention work, we employ a small-steps approach, which features significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register receive support which is **additional to/different from** the everyday, differentiated curriculum.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation within or outside the classroom.

9 Partnership with parents

- 9.1** The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.
- 9.2** At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- 9.3** We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

- 10.1** The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 10.2** The SENCO will support teachers when necessary in providing intervention support which is **additional to/different from** the everyday differentiated curriculum.
- 10.3** This policy is reviewed every year, and sooner if necessary, and any amendments are made in light of the review findings.

Agreed by staff	20.11.20
Review date	November 2021