



Greenmount Primary School

SPECIAL EDUCATIONAL NEEDS PROVISION POLICY

November 2019

Together, we nurture the future

1 Document Information

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Version	Date	Description
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1.1	July 2019	Converted to standard format – flagged for further review
1.2	November 2019	Minor updates to reflect leadership changes.

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3 Definition

In the context of this policy the following definitions have been adopted.

The definition for Special Educational Needs taken from SEND Code of practise 2014 is:

- a child has a learning difficulty which calls for special educational provision to be made for him or her.

A **learning difficulty** is when he or she:

- has a significantly greater difficulty in learning than the majority of children the same age
- has a disability which either prevents or hinders the child from making use of educational facilities of the kind provided for children of the same age in schools within the area

A child must not be regarded as having a learning difficulty *solely* because the language or form of language of the home is different from the language in which he or she is being taught.

Special Educational provision means:

For a child over two, educational provision which is additional to or otherwise different from the educational provision generally made for children of the child's age in maintained schools other than special schools in the area.

4 Philosophy

This school

- values all children regardless of their needs or behaviour
- is fully committed to the early identification of Special Educational Needs, both before a pupil is admitted to the school and throughout the time they are registered here.
- is committed to the sensitive recording of individual difference with specific regard to Special Educational Needs.
- recognises the importance of open partnership with parents, their children and other agencies.
- adopts a graduated response in meeting the needs of pupils with SEND. The graduated response is a continuous cycle of plan do and review assessment that constantly adapts and evolves best suit a pupils needs.
- believes that there should be a constant search for improvement and quality of service.
- is committed to both the spirit and statutory requirements of legislation and the Local Authority's Policy for Special Educational Needs.

5 Principles

In developing its principles and procedures, this school recognises the following guidelines and routines:-

- Special education provision is delivered through a range of differentiated work designed to meet the needs of *all* children within the mainstream setting.
- In-class/setting support is valued as a means of improving learning and building confidence.

- Individual teaching is provided to support specific areas of the EYFS and National Curriculum, such as English and Mathematics. Other strategies are judged by the extent to which they are appropriate to the needs of SEN children, represent the best use of resources and are consistent with the needs and educational opportunities of the rest of the children in the school.
- High Quality Inclusive teaching and small group intervention/support is planned for children experiencing learning problems. External Learning and Behavioural support agencies can provide advice to school on individual programmes and direct teaching when possible.
- This school welcomes pupils with special educational needs, but seeks to ensure the earliest possible liaisons with referring pre-school playgroups, nursery classes, health visitors, social workers and families.
- The school seeks early identification of home and school related matters affecting children's learning. Where issues originate from home these are responded to promptly by the use of school/home books or other means of school to home liaison. Home related issues are brought to the notice of teachers by good teacher/parent relationships and prompt reaction to parental concerns as they occur.
- The school strongly supports all agencies which have professional links with SEND children registered at the school and seeks positive liaison with them. The Inclusion Lead Teacher is the initial contact in respect of individual children's education needs.
- Identification and assessment arrangements, together with annual review procedures for statemented children, are carried out in accordance with procedures currently in use in all Island schools (see 'Identification, assessment and review' below).
- Access to a broad, balanced, differentiated and relevant curriculum for children with SEND is arranged through pupil grouping, curriculum organisation and appropriate in-class support by teaching and non-teaching staff. All children take part in the full national curriculum and it is only in cases of extreme exception that exemption is sought.
- All children are entitled to every activity within the school, subject to the conditions expressed in (3) above (see also the school/pre school Equal Opportunities Policy Statement)
- The training needs of SEND staff, teachers and support staff in respect of Special Educational Needs are addressed through the SEND priorities in the School Improvement Plan's staff development section and through specific SEND Raising Attainment plans

6 Procedures

SEN Coordinator
 SEN Administrative Assistant
 Family Liaison Officer
 SEN Governor

Laura Richards
 Joanne Walls
 Jane Mitchell
 Ann Ross

6.1 Links with other agencies

The school liaises with the Health Department, Social Care, Educational Welfare, Learning and Behaviour Support agencies and other organisations involved with supporting children.

6.2 Links with other schools

Outreach for the purpose of advice in respect of pre-admission preparation: -

- the Reception staff/EYFS Leader oversees both pre school and playgroup sessions, working closely with staff, volunteers and parents.
- All our prospective new entrants are encouraged to attend, to become familiar with the school and its organisation.

6.3 Inter-school liaison in respect of pupil transfer

- When a child transfers mid-year, updated records are forwarded by the class teacher, via the secretary, to the new school within two weeks by post/online.
- Liaison with secondary providers is led by the Year 6 teacher and Inclusion Lead Teacher, who visit past children and meets with secondary school colleagues to discuss matters relating to transfer.
- All SEN records and documentation are passed on to receiving schools by the Inclusion Lead Teacher. Direct meetings are arranged for this purpose should they be necessary. Secondary school SENCOs are invited to attend Annual Review meetings of pupils with statements or EHCP in Year 6, where applicable.

6.4 Support from special schools

Where appropriate, special schools will be approached for advice and support in relation to specific difficulties concerning individual children, which fall outside the scope of mainstream provision.

6.5 Allocation of resources

The finance and staffing committee of the governing body meets annually to set the budget for special educational needs with regard to the SEND priorities in the School Improvement Plan. Resources are monitored by the Inclusion Lead Teacher/Headteacher and governor with special responsibility for SEN.

6.6 Complaints

All complaints relating to Special Educational Needs are referred to the child's class teacher in the first instance. They are acknowledged within two days and responded to within seven days of action being taken.

If the complainants judge the response to be unsatisfactory, they should refer to the SENCO, Head Teacher and governor for Special Educational Needs, who will report back as necessary.

6.7 Identification, assessment and review

- Children with Special Educational Needs are monitored through local procedures. Children are identified as causing concern by the class teacher/Inclusion Lead Teacher in the first instance, and are entered onto the pre school/school's SEN register after consultation with parents/carers. From here a graduated response to meeting pupils additional needs will begin; a constant cycle of assessing, planning and monitoring progress and matching provision to need.

- Children are usually entered at EY/school action unless it is clear that input is needed above that level. A person centred approach is adopted and a pupil passport will be drawn up by the parents, class teacher and pupil focusing on the outcomes required. The pupil passport will outline the targeted strategies which will be adopted to address the child's difficulties. The pupil passport will be monitored and updated on a half term basis, depending on the nature and severity of the needs to be addressed. Parents are involved at review meetings, and targets are discussed with the teacher/key worker and SENCO.
- If the needs persist, and are not met through action above provision, the child is put forward for Statutory Assessment by the agencies involved. Depending upon the outcome of this assessment, the pupil may be put forward for an Educational and Health Care Plan (EHCP). If a child receives an EHCP, it will outline clear outcomes and target to work towards. EHCPs are reviewed annually by the school, together with the child's parents and outside agencies involved. Parents are informed and consulted at all times, and are encouraged to support the pupil and the school.
- A register of children with special educational needs is kept by the SENCO and updated termly. Children on the register, and others causing concern, are discussed at half termly staff meetings, to which outside agencies can be invited.
- Parents are notified of the involvement of outside agencies, and their permission sought on referral forms used.