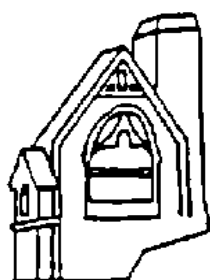


LIONEL WALDEN PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Updated: September 2017
Review Date: September 2018

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

PRINCIPLES

At the Lionel Walden Primary School/Pre-school we are determined to meet the educational needs of all our pupils.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities that prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The Governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils, whether they have SEND or not, must have an equal opportunity to participate in the full curriculum of the school/Pre-school (including the National Curriculum) and all activities. Pupils with SEND will be encouraged to become independent and take responsibility within the school/Pre-school.

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving this aim:

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| governors | by fulfilling their statutory duties to pupils with SEND, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of SEND and by participating in appropriate training; |
| staff | by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator, pupil, parents and other agencies and by participating in appropriate training; |
| pupils | by having their wishes about their own needs carefully considered and by all pupils treating their peers with respect; |
| parents | through consultation and by working in partnership with the school to help meet their child's needs. |

The school/Pre-school has a graduated approach to providing help for pupils with SEND. This is the three-staged approach recommended by the Code of Practice under the Education Act 1996 and adopted by Cambridgeshire Local Authority (LA). Pupils at 'School/Pre-school Action' and 'School/Pre-school Action Plus' are the responsibility of the school/Pre-school. Pupils undergoing Statutory Assessment and those with Statements are the shared responsibility of the school/Pre-school and LA. At every stage the responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the *Classteacher*/Pre-school leader.

BASIC INFORMATION

Roles and Responsibilities

Special Educational Needs and Disability Co-ordinator	Mr James Harfield
Special Needs Governor	Mrs Veronica Cronin

The Classteacher/Pre-school leader:

- identifies that a pupil has SEND;
- plans what each pupil should learn and;
- teaches pupils at all stages;
- supervises any helpers (such as Teaching Assistants) involved in the learning of their pupils;
- assesses and records whether learning has occurred.

Special Educational Needs and Disability Co-ordinator (SENDCo):

- oversees the school's special needs policy;
- advises teachers on how pupils might meet planned learning objectives;
- co-ordinates provision for pupils with special needs;
- maintains the school's special needs register and oversees the records kept by Classteachers on all pupils with SEND, and which form part of the pupil's individual education plan;
- liaises and works in partnership with the parents of children with SEND;
- contributes to the training of staff and governors;
- liaises and works in partnership with external agencies, including the Educational Psychology Service, Primary Learning Support Service, Pre-school Learning Support Service, Behaviour Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Educational Welfare Service, Multicultural Education Service and Visual Impairment Service and the medical and social services and voluntary organisations.

Headteacher:

has overall responsibility for management of the policy, for assessment and provision for pupils with SEND and for keeping the governors informed. Any complaints about general or specific provision will be referred to the Headteacher in the first instance.

Named Governor:

is informed by the LA when they conclude that a pupil at the school has SEND and is the person responsible for ensuring that all the appropriate people know about that pupil's needs.

High Ability Children

Lionel Walden Primary School is committed to meeting the needs of children with high ability. Early identification is an equally important principle and this may apply to one subject in particular, e.g. Mathematics. A range of strategies are available including acceleration into a class with a higher age group, specific subject lessons with an appropriate ability group from a different class, various individual arrangements and specific support from staff expertise, e.g. with Computing. Children identified as having SEND due to their high ability will be discussed with the SENDCo and Headteacher. These children are normally placed on the register at Stage One.

Admissions Policy

The currently agreed admissions policy of the Governors makes no distinction as to pupils with SEND. Within the Admissions Policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a statement of SEND, the SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has SEND.

The SENDCo will work closely with the Pre-school and any feeder schools in coming to a decision about the most appropriate provision for pupils with SEND.

Special Facilities

The school annexe building has adequate disabled access and toilet facilities.

Allocation of Resources

The Governors will allocate funds to meet the needs of pupils with SEND. At the meeting of the Governing Body which approves the budget, the Finance Committee will draw the attention of Governors to the amounts delegated to the school by the LA under special needs headings in the Section 52 Statement, and to the amounts allocated for SEND in the proposed school budget.

The Headteacher will manage the funds allocated by the Governors to meet the differing needs of the pupils in the school with SEND.

The Governors require the Headteacher and SENDCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of pupils providing there is no disadvantage to the pupil to whom they are nominally allocated.

In-service training of staff and training for Governors

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all teachers with regard to SEND. The school's in-service training plans for SEND will include details of training for Classteachers, the SENDCo, Learning Support Assistants and other school/Pre-school staff.

The SENDCo will assist in the provision of training for teaching and non-teaching staff. In particular s/he will form links with the LA and other schools to devise and share training opportunities.

The Governors will give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

STAGED ASSESSMENT AND PROVISION

The school/Pre-school adopts the graduated procedure recommended by Cambridgeshire LA for the identification of provision for pupils with SEND. The advice of specialists is recommended at all stages.

Access to the full curriculum of the school/Pre-school, including the national Curriculum, is to be achieved by the careful differentiation of class work by the Classteacher/Pre-school leader. Through careful planning the Classteacher/Pre-school leader will define what the pupil is expected to learn. Once the learning objective is defined a Classteacher can seek advice from the SENDCo on strategies which might be used to help a pupil achieve the learning objective. It is always the responsibility of the Classteacher to assess whether the objective has been achieved.

Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials. Particular consideration will be given to the use of IT.

All those who teach a pupil with SEND will be informed of the need by the SENDCo. If there is essential information (e.g. that a pupil is epileptic), or a pupil requires treatment or management different from that normally given to other pupils, the SENDCo will ensure that all who are likely to come into contact with the pupil are appropriately informed.

The records for all pupils with SEND will be kept using the pro forma recommended by the LA.

School/Pre-school

Action: the pupil's Classteacher/Pre-school leader:

- identifies that a pupil has SEND;
- consults the pupil's parents and the pupil;

- informs the SENDCo, who registers the pupil's SEND;
- collects relevant information about the pupil, consulting the SENDCo;
- gives special help in the classroom through appropriate differentiation;
- draws up and reviews IEPs at least 3 times annually;
- monitors and reviews the pupil's progress.

School/Pre-school

- Action +:** the Special Educational Needs and Disability Co-ordinator (SENDCo):
- advises the class/subject teacher(s), who remain responsible for planning, teaching and recording;
 - marshals relevant information, including, as appropriate, information from beyond the school;
 - ensures that an individual education plan is drawn up and reviewed at least three times annually;
 - informs the parents and the Headteacher and invites parents to reviews;
 - monitors and reviews the pupil's progress;
 - ensures liaison with parents and other professionals.
 - draws on the advice of outside specialists;
 - involves outside specialists in the review process of the individual education plan;
 - considers whether the pupil meets the criteria justifying application for statutory assessment.

The advice of outside specialists should be used at all stages. School/Pre-school Action + is characterised by the involvement of the specialists on an individual basis.

Statutory

Assessment:

- the LA considers the need for statutory assessment and, if appropriate, makes a multidisciplinary assessment.

Educational Health and Care Plan (EHCP):

- the LA considers the need for an EHCP of SEND and, if appropriate, makes an EHCP and arranges, monitors and reviews provision.

PRE-SCHOOL

The policy for Special Educational Needs applies to Pre-School as well as school. Responsibilities and the staged process remain the same for Pre-school except the Pre-school leader carries out the responsibilities of the Classteacher. Early identification of SEND in Pre-school is a crucial factor in gaining adequate provision and learning programmes

in order to meet the special needs of Pre-school children. Liaison with the Pre-School Learning Support Service is an integral part of the process.

PARENT PARTNERSHIPS

The Lionel Walden Primary School/Pre-School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision. No decision will be made about assessment or provision without seeking the views of parents and the pupil. All communications involving decisions will be recorded.

We will try to get to know the parents of pupils with SEND and encourage them to ask questions about the school and the provision made for their child. We will seek their help in working with the child at home and in school. We must take their views extremely seriously. Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the effect of working apart.

We recognise that the failure of a parent to participate in the partnership does not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with SEND will benefit all parents. We will do our best to ensure that parents are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us for the benefit of their child.

The school/Pre-school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil.

We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

COMPLAINTS

The school prospectus contains the following passage:

"If you have any complaint about the special educational provision for your child, or about SEND provision generally, please speak to the Headteacher, or to a parent governor. If you speak to a Governor, he/she will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact you **within five school days**. If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will consider the complaint at their next meeting and contact you **within five school days from the date of the meeting.**"

EVALUATION OF SUCCESS

The Governors will evaluate the success of this policy of the school by enquiring how effectively pupils with SEND participate in the whole curriculum and all activities.

In particular the Governors will come to judgement about:

- the views of parents on the working of parent partnerships;
- the effectiveness of the staged procedure in meeting needs;
- how well pupils with SEND take part in the whole curriculum of the school;
- how independent pupils with SEND become;
- how pupils with SEND take responsibility within the school;
- how resources have been allocated to and between pupils with SEND;
- details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.