

Mortimer St. John's Church of England Infant School

Policy			
Committee	Curriculum	Date of Issue	May 2019
Status	Statutory	Review Date	May 2020
		Issue Number	10

MORTIMER ST. JOHN'S CE INFANT SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

HEADTEACHER : Mrs Nicola Sumner
SENCO: Mrs Caroline Barnes
SEND Governor: Mrs Alison Whistler

This policy supports information that is clearly explained in the "SEND Code of Practice 0-25" 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Additional information on West Berkshire SEND Information Advice and Support Service which can be found <http://www.wbpps.org.uk>.

SECTION A: SCHOOL ARRANGEMENTS

Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at Mortimer St. John's CE Infant School, taking into account the schools Accessibility Plan and Equality Policy.

LA guidelines and SEND Code of practice have been taken into consideration in the formulation of this policy. *"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND code of practice p15)*

This policy is written for the benefit of all members of the school community to ensure that the potential of every child is fulfilled, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

AIMS

- To involve parents/carers and children in developing a partnership of support enabling full confidence in the strategy as adopted by the school.
- To work in partnership with a wide cross section of organisations and agencies.
- To establish good relationships with other practitioners such as Educational Psychologists, Behaviour Intervention Team, Cognition and Learning Team, School Nurse.
- To help each child achieve their highest educational standards by careful monitoring of the Support and Achievement Plan (SAP), Graduated Approach Plan (GAP) or short term targets and intervention programs.
- To ensure all staff and parents/carers are aware of our school's policies, where they can be obtained and how they interlink for the benefit of every child.
- To be aware of the needs of all individuals and act in accordance with Government guidance and legislation to safeguard and promote the welfare of all our pupils.

Mortimer St. John's Church of England Infant School

Policy			
Committee	Curriculum	Date of Issue	May 2019
Status	Statutory	Review Date	May 2020
		Issue Number	10

- To ensure that every child is given the support they need to achieve their potential regardless of any disabilities.
- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that all children are given appropriate support to enable them to access the National Curriculum or EYFS Framework.
- To ensure that all children are fully included in all activities of the school in order to promote the highest levels of achievement, and to make it possible for them to access as much of the school as is feasible.

OBJECTIVES

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- To demonstrate that meeting the needs of the children's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupil who may at some time in their education have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- To work in partnership with the child's parents/carers and other external agencies to provide for the child's special educational needs.
- To regularly review the policy and practical arrangement to achieve best value.

ROLES AND RESPONSIBILITIES

All members of the school community work towards the school's aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and partnership approach to provision.
- Involving parents/carers by discussing concerns, provision and ways that they can support their child.
- Ensuring that parents/carers and children are involved in the review process.

The governing body in co-operation with the Head Teacher determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring overview of the school's work.

The SEND Governor is the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs.

Mortimer St. John's Church of England Infant School

Policy			
Committee	Curriculum	Date of Issue	May 2019
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CO-ORDINATING AND MANAGING PROVISION

The Headteacher is responsible for:

- Strategic oversight of the provision for children with SEND.
- Keeping the governing body fully informed.
- Monitoring and evaluating the success of this policy and ensuring necessary revisions are undertaken.
- Meeting regularly with the SENCO.

The SEND Co-ordinator (SENCO) is responsible for:

- The daily implementation of the school SEND policy and the school's Local Offer (SEND Information report).
- Liaising with and advising staff and LSA (Learning Support Assistants) on SEN matters.
- Managing LSAs.
- Co-ordinating the provision for children with SEND.
- Monitoring the impact of SEND intervention and support strategies.
- Overseeing the records of all children with SEND.
- Contributing to the in-service training of staff.
- Liaising with parents/carers and external agencies including the LA's support and Education Psychology Service, Health & Social Services and voluntary bodies.

Class Teachers are responsible for:

- Planning to ensure all activities are accessible for children with identified SEND, within the constraints of their individual difficulties and the classroom.
- Working with parents/carers to ensure that their child is happy, secure and makes as good progress as they are able.
- Supporting SAP/GAP implementation and other meetings as reasonably required.
- Monitoring the progress of SEND children.
- Working with the SENCO, Headteacher, TAs and other professionals to ensure provision is effective.

Governors are responsible for:

- Meeting regularly with the SENCO to discuss SEND issues.
- Ensuring the code of practice is fully embedded in the school.
- Reviewing the SEND policy and SEND Information Report (completed via West Berkshire Local Offer Questionnaire).

All teaching and non-teaching staff are involved in the development of the school's SEND policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with SEND. Teachers have the responsibility for managing the work of the LSAs.

Mortimer St. John's Church of England Infant School

Policy			
Committee	Curriculum	Date of Issue	May 2019
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SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

ALLOCATION OF RESOURCES

The majority of needs of the children with SEND are met through the main school budget allocation. Specific funds are allocated to pupils with statements of SEND, known as Educational Health Care Plans (EHC).

IDENTIFICATION

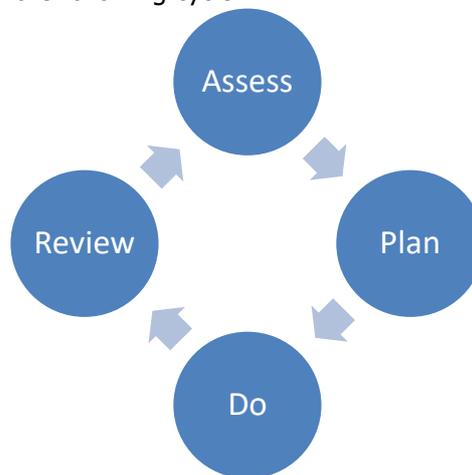
The Code does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- Communication & Interaction (Speech Language & Communication needs, ASD)
- Cognition & Learning (Moderate, Severe, Profound & specific Learning Difficulties)
- Physical and Sensory
- Social, Emotional and Mental Health Difficulties

PROVISION

Support and Achievement Plans (SAPs)/Individual Behaviour Plans (IBPs)/Graduated Approach Plans (GAPs).

The school will use the Code of Practice's Graduated Approach to ensure continuous and monitored provision. This process is based on the following cycle:



This process is embedded in Mortimer St. John's CE Infant School's identification and monitoring procedures.

Plans detail measurable outcomes and how these outcomes will be achieved. They will be written on a termly basis by the class teacher, in conjunction with the parents/carers. Children may contribute to the writing of these plans. Class teachers are responsible for the writing of these plans, with the support of the SENCO when requested. The school will work with professionals both from within and from outside of our community to ensure children receive the most effective provision we are able to offer.

Provision in school can take many forms including:

- Intervention programmes including targeted small group work.
- TA support and 1:1 support.

Mortimer St. John's Church of England Infant School

Policy			
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		Issue Number	10

- Emotional Literacy Support Assistant (ELSA) support.

Staff will take into account the child's emotional and social well-being as well as their academic progress when planning support.

Further information about the school's SEND provision can be found through our Local Offer. Mortimer St. John's offer is accessible from our school website. It is also available through the West Berkshire Local Offer website.

ARRANGEMENTS FOR MONITORING AND EVALUATION

The success of the school's SEND Policy and provision is evaluated through:

- Early identification through pre-school information, liaising with parents/carers and external professionals, ongoing assessments and observations by class teachers and staff.
- Analysis of pupil tracking data and test results for individual pupils and for cohorts.
- Value-added data for pupils on the SEND register.
- Monitoring the impact of SEND intervention and support strategies.
- Monitoring of procedures and practice.
- Liaison with SEND governor.
- The school's development plan and SEND action plan, which is used for monitoring provision in the school.
- Visits from the LA personnel and Ofsted inspection arrangements.
- Feedback from parents/carers and staff, both formal and informal, following meetings to produce SAPs and targets, revise provision and celebrate success.
- Feedback from parents/carers, staff and the community on the access arrangements and the provision for children with disabilities.

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class 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 SENCO.

For a problem that might need time to explore fully, we ask that parents/carers should make an appointment with the SENCO, as the issue may require advance warning so that it can be investigated fully before the meeting. This should result in a more satisfactory conclusion for the parent/carer.

In the event of a formal complaint, parents/carers are advised to contact the headteacher, or a governor if they prefer. West Berkshire SEND Information Advice and Support Service is available to parents/carers.

Mortimer St. John's Church of England Infant School

Policy			
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		Issue Number	10

SECTION C: PARTNERSHIP WITHIN AND BEYOND SCHOOL

ADMISSIONS

School follows the LA admissions policy. Children with exceptional social or medical needs are prioritised over children living in the catchment area.

STAFF DEVELOPMENT

- The SENCO, teachers and LSAs will attend SEND courses, which are of interest and have a particular bearing on children they are supporting.
- Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Training may be provided by outside agencies such as CALT, ASD Team, EPs, BIT, S&L. Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, with Whole School approaches to SEND.
- NQTs will access specific training and induction programmes.

THE VOICE OF THE CHILD

In this school we encourage pupils to participate in their learning by respecting their views and incorporating them where possible and where practical.

THE VOICE OF THE PARENTS/CARERS

We encourage and welcome the support of parents/carers.

The school will:

- Involve parents/carers in the writing of SAPs.
- Meet with parents/carers to discuss progress.
- Support parents/carers in working with other professionals to ensure the best outcomes.
- Seek support for children and their families when needed.
- Consider meeting parents/carers at their reasonable request at additional times.

Parents/carers will:

- Share knowledge of their child's needs to ensure effective provision can be implemented.
- Attend Parents' Evenings and SAP meetings.
- Work with the school to complete agreed home learning tasks.
- Talk with their child's teacher about concerns.

LINKS WITH OTHER SCHOOLS

- We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children
- We will consult the LA and governing bodies of other schools, when it seems necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- We will collaborate with all other support services and agencies involved with the child and with parents/carers and where appropriate make joint planning arrangements.

Chair of Curriculum Committee

Date