

## **Special Educational Needs and Disability Policy**

### **Aim**

Our school aims to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We will use our best endeavours to support and meet all pupil needs within the resources available.

### **Objectives**

We hope to meet our aim by:

- Ensuring that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- Ensuring that the needs of pupils with SEND are identified early, assessed, provided for and regularly reviewed - a graduated response
- Ensuring that all pupils with SEND are offered access to a broad, balanced and relevant curriculum including the Early Years Foundation Stage and the National Curriculum as appropriate
- Working in partnership with parents to enable them to make an active contribution to the education of their child
- To actively seek and involve the wishes of the pupil
- Having regard to the School's vision and mission statements and the school's policies for Equal Opportunities, Equality, Behaviour and Discipline and the LEA Special Educational Needs Policy together with the DfES Code of Practice (2014) and the Disability Discrimination Act.

### **Definition of Special Educational Needs**

A child or young person has SEN 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 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 or mainstream post-16 institutions

### **The role of the SEN Co-ordinator**

The SENDCo plays a key role in 'determining the strategic development of SEN policy and provision in the school' (COP 6.87)

The COP (6.89) summarises the role of the SENDCo:

'The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching'.

**The key responsibilities of the SENDCo include:**

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

**Special Needs Governor**

The Governing Body has appointed one of its members to be responsible for overseeing provision for children with special educational needs within the school. The SEN Governor at Greyfriars is **Lesley Bambridge**.

**Provision of access for pupils with physical and sensory disabilities**

All teaching areas in the main school are accessible to wheelchairs. There is a toilet accessible for wheelchair users near the staff room. Handrails are positioned in this toilets. There is an adjustable changing bed in the first aid room.

**Identification, Assessment, Provision and Review**

Liaison with local pre-school providers enables the Reception Teacher to gather information that helps identify special needs at an early stage. A named teaching assistant visits local nurseries each half term to discuss needs with the staff there.

All pupils have an electronic portfolio of records which contains:

- Attainment records
- Annual reports
- Teacher assessments

Pupil's identified as having special educational needs have a central file which may contain:

- Copies of Individual Plans
- Education Reports  
(Learning Support Teacher, Educational Psychologist, EPSS SSAs for ASD, Short Stay School for Norfolk (Behaviour Support), Adviser for LAC, Virtual School for Sensory Support and Access Through Technology)  
Educational Health care Plans and Annual Review Documents (
- Health Reports  
(Speech and Language Therapy, Paediatricians, School Nursing Team, CAMHS)
- Record of meetings with parents

Looked After Children (who may also have SEN) have a central file which contains:

- LAC Reviews / PEPs

Action to meet a pupil's special educational needs relate to a 4 part cycle providing a graduated approach:

Assess - child's attainment and progress are reviewed regularly to ensure support and intervention are matched to need, barriers to learning identified and a clear picture is built up of interventions and their effect.

Plan - Class teachers inform parents. Agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour and set a clear date for review.

Do - The adjustments, interventions and support are put in place. The Class teacher remains responsible for the pupil and must work closely with TAs and SENDCo.

Review - Staff regularly review effectiveness of the support and interventions and their impact on pupil's progress in line with the agreed date.

A central list identifying pupils with SEN, Disabilities, medical needs and vulnerable pupils is updated regularly.

The school's Provision Map is updated termly. This identifies provision that is 'additional to or different from' for pupils with SEN together with interventions for 'focus' pupils to support progress.

SEN Support Plans inform how pupils' needs are supported in class and through interventions.

### **Partnership with parents**

The school regards parent involvement in their child's education as being vital. This is especially true for those parents of children with special educational needs. We aim to involve parents at all stages, discussing, consulting and taking into account their wishes, feelings and knowledge of their child. Wherever appropriate the child will also be consulted. Parents will have an opportunity to discuss targets and progress each term with the Class teacher during parent evenings.

Parents can access directly an additional support service 'The Parent Partnership Service' [www.norfolk.gov.uk/sen](http://www.norfolk.gov.uk/sen)

### **Consideration of complaints**

The staff and Governors hope that parents will feel able to discuss any problems or queries about provision to do with special educational needs as soon as they arise either with the class teacher, SENDCo or headteacher.

If, however, the parents feel that the matter is still unresolved they may make a formal complaint in writing to the Governing Body via the Clerk to the Governors.

Approved by Governors: 13.03.17

To be reviewed: March 2018