



**Bembridge C of E Primary School**  
'Learning to love God, one another and ourselves'

## Special Educational Needs and Disabilities Policy

Signed \_\_\_\_\_ Date: \_\_\_\_\_  
(Headteacher)

Signed \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairman Board of Governors)

Review date: June 2019

**Bembridge CE Primary School**  
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**Special Educational Needs and Disabilities Policy**

Introduction

At our school we will do our best to ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities.

Special Education Needs or Disabilities (SEND) refers to a child with difficulties which range from mild degrees of learning difficulties to profound and multiple disabilities. Learning difficulties may be caused by hearing or visual impairment, physical difficulty or emotional and behavioural difficulties. Children have Special Educational Needs if their difficulty of learning is significantly greater than the majority of their peers.

Children also have Special Educational Needs if they have abilities beyond the majority of their peers and consequently require a more challenging curriculum than that appropriate for the majority of children.

This policy should be read alongside the revised Code of Practice and the school's other policy documents.

The Code of Practice starts from the assumption that every classroom in every school should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the action of the class teacher, the resources available to that teacher and the curriculum planning which the teacher undertakes for all pupils.

Our philosophy

The policy within our school reflects the high expectations we have of all our children. We endeavour to ensure that all children receive a broad, balanced and differentiated curriculum enabling them to develop to their full potential academically, socially, emotionally, physically and spiritually. We consider that every child's needs, strengths and difficulties will be recognised, valued and supported in order to enable the child to make good progress, achieve the best possible outcomes and feel included.

Aims

- Children's needs will be identified at the earliest opportunity as thoroughly as possible to ensure that they are addressed.
- Parents will feel that they are actively involved within any process of identification and provision
- Children will be included in the process through an active and positive approach and feel that they have a voice which is heard.

- Children with vulnerabilities and barriers to their learning are able to make the best possible progress.
- The school environment is able to meet individual needs by making reasonable adjustments.
- Teachers and support staff are able to fulfil their roles and responsibilities with knowledge and confidence to appropriately meet the needs of children
- Quality Teaching and Learning underpin the learning experiences of children with additional needs
- There will be effective partnerships between all involved with the child i.e. pupils, parents, teachers, specialist support staff, health, social services, education, welfare and other agencies.
- All children will be able to participate in all the school offers.

### Objectives

- To provide the child with a secure and supportive learning environment.
- To set achievable targets to promote self esteem and a positive attitude to learning
- To employ a variety of resources and teaching strategies to enable differentiation of the National Curriculum.
- To work in partnership with parents and pupils.
- To make all staff aware of the range of external agencies available to support children.
- To make all staff aware of the need for a whole school response to Special Educational Needs.

### Admission arrangements and facilities

The admissions process for children with SEND is the same as for all children. The admissions policy for the school does not discriminate against any child with special educational needs or a disability.

All children admitted to the school have access to a broad and balanced curriculum, differentiated to meet their needs.

The school is single storey and has entrances without steps to provide access for physically disabled children. There are also easily accessible toilets and showers. A range of resources are available to meet the needs of children.

Under the Children's and Families Act of 2014 the governing bodies of schools must publish an SEN Information Report. The report known as the 'School Offer' informs parents and carers and those seeking information about the school, details of provision for meeting SEN. This information is published online on our school's website and is based on the school's current provision. This will be updated in line with any development.

## Resources

A range of resources are available to meet the needs of children. For specific information and advice the Special Educational Needs Co-ordinator (SENCO) is available to all staff at all times. Other professionals and support agencies are consulted when necessary. Priorities regarding special educational needs and provision will be detailed in the SENCO's Action Plan and School Development and Improvement plan.

## Roles and responsibilities

The Governors of Bembridge CE Primary School fully support the objectives outlined and recognise their role in maintaining and evaluating special educational provision within the school with regard to the Code of Practice. The Governing Body will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. There is a designated SEND governor whose role is to liaise with the SENCO on a termly basis. The governing body recognises the importance of staff being trained to support Special Educational Needs and ensures this through the Performance Management process which is led by the Head teacher.

## Role of the SENCO

The SENCO seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the standards of pupil's achievements, and by setting targets for improvement. The SENCO collaborates with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect. Her responsibilities include:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating the provision for children with SEN.
- Liaising with and advising the Head teacher and her colleagues.
- Managing learning support assistants.
- Overseeing records of all children with SEN.
- Liaising with parents.
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies.
- Contributing to the in-service training of staff.
- Attending relevant training opportunities.

## Role of the class teacher

All staff will follow the school's processes which enables the effective implementation of this policy. The Teacher's Standards 2012 make it clear that it is every teacher's responsibility to adapt teaching to respond to the needs of all pupils. Therefore once the need for SEND support has been identified the first step is to ensure that high quality teaching, differentiated for individual pupils, is in place. The Code says that **'all teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required'**.

They must plan carefully and assess the impact of targeted interventions.

All teachers are teachers of children with special educational needs and each class teacher has overall responsibility for the day to day education and welfare of his or her class. The responsibilities include:

- To identify children who are experiencing difficulty.
- To differentiate work within the classroom and to provide appropriate opportunities and resources.
- To monitor and record the progress of the child as an ongoing process
- To inform parents of areas of concern and to seek support from parents.
- To liaise with the SENCO and register a child when necessary.

## SEN Support

The school will consider a child as having special educational needs if the child requires support which is 'additional and different' to that which is normally provided for others of the same age.

The new Code of Practice now refers to a single group of children who have SEN but who do not have such needs to require a statutory assessment. They are now termed those who are receiving 'SEN Support'. How the support is organised is up to individual schools.

The new Code of Practice provides guidance which promotes pupil centred approaches to recording individual needs, targets interventions and outcomes. Following consultation with the parent and the SENCO, a 'Pupil Passport' along with an individual 'Learning Programme' will be written to set targets and record strategies employed and the provision required to enable the child to make progress. Once a child's needs are identified the child is placed on the school's SEN Register and will be under regular and continual review.

The class teacher will organise and differentiate the child's work and continue to maintain records of this process for assessment by external agencies should there be need of further involvement by others. The parents will be consulted and the 'Pupil Passport' reviewed at least once every term, to ensure the child is making progress. If a child demonstrates significant cause for concern, despite the best efforts of the school and

the advice of external agencies, then a request for statutory assessment or an 'Education and Health Care Plan' is made by the school to the Local Authority (LA).

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. The school **must** co-operate with the local authority in the review process

There is no expectation that the child remains on the SEN Register for all his or her time at school. The removal or level of response is determined by the child's progress and needs.

All of the above stages are carried out in partnership between the school, parent and child. The parent/carer is involved at every opportunity and stage of decision making.

### Role of the parents

Partnership with parents is very important to all staff at this school. We recognise that parents have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. Developing good relationships with parents is seen as crucial to success. Parents are welcome to contact the SENCO at any time, through the school office.

### Role of the Head Teacher

The Head teacher will evaluate the success of the education, which is provided to children with Special Educational Needs or Disabilities by using the following assessment:

- Analysis of data and pupil progress.
- Lesson observations.
- Monitoring of class teachers planning and differentiation.
- Work sampling.
- Reports from outside agencies.
- Report directly to the Governing body.

The Headteacher will also be responsible for ensuring that all staff are suitably trained and knowledgeable on issues of special Educational Needs. The Head teacher will have regular meetings with the SENCO to discuss any issues that arise and will be available to consult with parents as required.

### Support services and links with other agencies

All available support and advice will be accessed by the school.

We have established links with the following agencies:

- Sensory impairment (hearing/vision)

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- School nurse
- Educational welfare officer
- SENDIASS
- Crossley company - behaviour support
- Other sources of advice and support for parents, related to specific learning difficulties and disorders can be obtained from the SENCO.

### Transition arrangements

Prior to a new school year our Foundation teachers and SENCO liaise with Early Years providers to prepare for any pupils coming to school already highlighted on an SEN register.

When children leave the school all records and relevant documentation will be passed directly to the new school. At High School transfer we liaise with the school SENCO to ensure a smooth transition for each and every child. The SENCO and class teacher will be involved in the transfer arrangements for any child with special education needs and a transition plan will be made in consultation with the receiving school when appropriate. Advice would also be sought from other professionals, if required and pre-transfer visits made.

### Complaints

In the event of a complaint in respect of provision for a child with special educational needs, the complaints procedures, as set out in the school prospectus will be followed.

This policy will be reviewed and revised annually by the SENCO and Headteacher.

June 2018

Review June 2019