



# Tatworth

Primary School

## Special Educational Needs and Disabilities Policy

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# TATWORTH PRIMARY SCHOOL

## Special Education Needs Policy

Tatworth Primary School aims to provide a stable and stimulating environment which ensures that **all** children, including those with special educational needs, have access to all areas of school life in order to provide them with the opportunities necessary to develop their learning potential and realise their aspirations. We are a fully inclusive school and aim to meet the needs of all learners within the mainstream classroom.

We acknowledge that all teachers are responsible and accountable for the progress and development of the children in their class. High quality teaching is the first step in responding to pupils who have or may have special educational needs (SEN).

### Aims

- To secure early identification of children with Special Educational Needs and provide them with the support or opportunities that they need;
- To ensure that those pupils with SEN have full access to a broad, balanced and relevant education (1996 Education Act) including the EYFS and the National Curriculum, and wherever possible to provide this within the normal classroom environment through implementation of specific intervention programmes or Wave 2 work;
- To take into account the knowledge, views and experience of parents and outside agencies and to develop positive working relationships with them;
- To encourage and support children to achieve to their full potential in all areas of the curriculum by creating an environment where their SEN is not a barrier to learning and involvement in school life;
- To work within the guidance provided in the SEND Code of Practice, 2014.

### Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### Definition

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Roles and responsibilities**

The SENDCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy
- Co-ordinate provision for pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Oversee the records of all pupils with SEN
- Contribute to the in-service training of staff

The SEND governor will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **Identification, Assessment and Provision of Special Educational Needs at Tatworth School**

Early identification of issues that children may have with their learning is essential. This is initially the responsibility of the class teacher, with support from the SENCO. Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO, SENCO assistant and all other members of staff have important day to day responsibilities. **All teachers are teachers of children with special educational needs.**

Formal discussions and scrutiny of EYFS profile data helps with initial identification of strengths and weaknesses of each cohort as they reach the end of their Reception year. Our on-going programme of assessment, observations of children and scrutiny of work throughout school supports us in the identification of children who have particular learning issues or who are making progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child has an identified special educational need when they begin at Tatworth, the head teacher, SENCO, and the child's class teacher should:

- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and Foundation Stage Profile processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessments form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

## **Professional Development**

The SENCO, teachers and teaching assistants have the opportunity to attend courses and other training on the identification and teaching of children with Special Educational Needs. Examples of recent training includes: Individual Literacy Intervention (ILI) – all TAs, National Award for SENCOs, a post graduate qualification – SENCO, Sensory Needs Training – SENCO and SENCO Assistant and impulsive/ADHD support – all teaching staff and TAs.

## **Complaints**

Should you have any concerns regarding the SEND provision for your child, you should contact the class teacher in the first instance. Thereafter further advice should be sought from the SENCO.

Please refer to the school's Parental Complaints Policy.

## **Monitoring arrangements**

This policy and information report will be reviewed by the Governing Body of Tatworth School. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **Links with other policies and documents**

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality
- Supporting pupils with medical conditions

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