



Special Educational Needs & Disabilities Policy

Policy was reviewed and updated in November 2014 in line with the new Code of Practice. Subsequent amendments made in October 2022.

At Horsley and Mapperley CE Primary Schools, we believe that all children have the right to an education of the highest standard. Where children have difficulty learning, it is our aim to clearly assess these and provide the support necessary to enable children to fulfil their potential and gain their entitlement to the curriculum. We make every effort for this to be achieved within the classroom alongside the other children.

Aims

Our school aims are:

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the need to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish and maintain home/school communication.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken. **Objectives**
- To identify as early as possible those pupils with SEND and the nature of their needs.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND.

Identification and Assessment of Pupils with Special Educational Needs and Disabilities

- All children with SEND are identified and assessed as early as possible. When a class teacher is concerned about the progress a child is making or whether a child is exceeding age related expectations, he/she will speak to the Executive Head Teacher and SENDCos. The SENDCo and class teacher will then collect information and data about the child which may include:
- Teacher Assessments, Base Line Assessments, Foundation Stage Assessments, SAT's results, examples of the child's work, reports and notes made during observations. The next steps will

then be mapped out for the child to include appropriate interventions, further tests, referrals to outside agencies, teaching assistant support and support materials.

- Identification and assessments are also made by and through Health Agencies.
- In the case of bilingual children who may have SEND, the school will, if necessary, endeavour to obtain an assessment of the child in their first language and liaise with the parents/carers through an interpreter. We do not consider that children who are having learning difficulties solely because their home language is different from English to have Special Educational Needs.

Inclusion

- Horsley and Mapperley CE Primary Schools are open to any child in the community and believes that disability should not be a barrier to joining in the normal day-to-day activities experienced by other pupils. When and if we receive an application from a pupil with disabilities we work closely with parents, the local authority and relevant professionals to ensure that we can meet the child's needs appropriately.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Access to the Curriculum

- All children have the right to a broad and balanced curriculum which shows differentiation and flexibility which reflects their needs.

Differentiation may take the form of:

- The modification of a task to suit individual needs and present learning in age appropriate contexts.
- Overcoming potential barriers to learning and assessment by addressing individual needs in the context of the whole school.
- Giving clear outcomes.
- The provision and use of appropriate language, resources and classroom management.
- Planning learning challenges for individuals and groups within the class at an appropriate level.
- Teaching assistants to be used in the classroom to enable individual and groups of children with diverse learning needs to access the curriculum successfully.

The Individual Needs and Medical Record

- School staff review and record the progress of all children regularly including children on the Individual Needs and Medical Record.
- For those children placed on the Individual Needs Record some will have an Individual Plan. This is a short document, no longer than one side of A4 paper, that describes the child's primary needs and details 3-5 targets for improvement that will be addressed over the following term. These targets are reviewed between 3 and 6 times a year (usually at the start of each new term).
- Provision may also, if appropriate, be recorded in the form of a provision map or in the form of annotations on the class teacher's planning.
- The key trigger for further action and concern is lack of progress.
- A parents' information leaflet is available for parents/carers which outlines and explains current statutory procedures and the different stages.

School Support

- School may need to provide additional targeted differentiation for children with some areas of learning. This may mean specific work is set for that child in the form of a specific intervention programme.
- It may be that additional or different from resources are provided for that particular child to support their learning.
- Children may receive some additional support from a teaching assistant or another adult, either in a group or individually.

GRIP (Graduated Response for Individual Pupils)

- If after the implementation of school support progress is still deemed to be unsatisfactory then the next level of the graduated response is the application for GRIP funding. A provision map will detail the first £6,000 of support provided by the school and a plan, detailing interventions, actions and costing, for the child is written and submitted to the Local Authority.
- If the GRIP application is approved support may be given from School Support for Special Educational Needs Service (SSSEN) which will mean a specialist teacher is allocated to the child in school and will teach the child for a specified length of time each week. There may also be a monetary figure allocated for the school to use to underpin the child's learning through extra adult support in the classroom. Children at this level will have their needs and progress reviewed annually. Their targets will be outlined on their GRIP Plan document.

Education Health Care Plan

- If it is felt a higher level of support for a child's individual needs is required an Educational Health Care Plan can be applied for. This means that the child will, if the application is

accepted, receive a legal entitlement to a specified level of support. Children at this level will have their needs and progress reviewed annually. Their targets will be outlined on their EHCP plan document.

Recording Systems

- Each Class has a SEND file which is maintained by the classteacher and overseen by the SENCo. The class file includes:
 - Horsley and Mapperley's S.E.N.D Policy
 - Overview of provision-details of interventions
 - Tracking and Assessment
 - Support plans, GRIP plans and EHCP plans (if applicable)
 - Individual Needs information leaflet for parents

Implementation

The SENDCos, Mrs Donna Bennet (Horsley) and Mrs Hayley Marshall (Mapperley), are designated as the responsible people to ensure that all statutory duties are fulfilled.

The SENDCo is responsible for:

- The day to day provision for pupils with SEND within their Key Stage.
- Liaising with class teachers regularly reviewing and co-ordinating the provision for children with SEND.
- Supporting the writing of individual plans.
- Feeding back to the Executive Head Teacher and Governing Body about progress made, providing written reports as necessary.
- Liaising with outside agencies.
- Liaising with feeder schools, should a child move.
- Liaising with secondary schools during transition.

Working with parents

- Good communication between home and school is key to ensuring effective support for our children, so teachers and parents or carers need to undertake discussions, as necessary. At Horsley and Mapperley this is achieved by an 'open door' policy to allow a views, concerns or successes to be shared as and when required. At Horsley and Mapperley we value the views of our parents and encourage a positive two-way dialogue.
- For children who have a GRIP or EHCP, there is an annual review meeting to which all professionals involved meet with parents to review progress. All relevant and appropriate information is gathered, usually, in the form of both school and professional reports which are shared with all parties. At the meeting specific actions and targets will be assessed to see if they have been met and new targets will be decided upon.

- However, parents are strongly encouraged to voice concerns or worries with any member of staff at any point. They do not have to wait for the occasions listed above to talk about their child.

The role of the Governing Body

- The Governing Body strives to ensure that the necessary provision is in place for any pupil identified as having special educational needs.
- The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND Governor ensures that all Governors are aware of the school's SEND provision.
- The SENDCo and the SEND Governor liaise regularly to discuss the provision which is in place in school.

Allocation of resources

- The SENDCo is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with statements of special educational needs.
- The Executive Head Teacher and the SENDCo discuss and decide, as required, to discuss how to use funds.
- The Executive Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- All reasonable adjustments will be made to school buildings to ensure that disabled pupils are not placed at a substantial disadvantage. This will include looking at all reasonable options for improving accessibility to every building.

Date Policy Agreed.....Date policy Reviewed.....