



Date Agreed: 15.11.16

SEND Policy

Review Date: Autumn 2019

Signed: 
Chair: Alison Whittle

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	November 2016	AM	Yes	
2		RC		Names of Individuals changed only

Binstead Primary School Policy for Special Educational Needs:

'Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have a significant greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition above or would do so if special provision was not made for them

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

Under the SEND Code of Practice: 0 to 25 years (January 2015) special educational needs and provision are considered as falling under four broad categories:

Communication and Interaction
Cognition and Learning
Social, Mental and Emotional Health
Sensory and/or Physical

Aims

- create an environment that meets the special educational needs of each child;
- ensure that the special needs of children are identified, assessed and provided for;
- enable all children to have full access to all elements of the curriculum;
- enable all children, where possible, to have full access to all elements of the school
- ensure that parents are informed and able to support their child's education;
- identify the roles and responsibilities of staff;
- ensure that the child has a voice in the process, and feels safe at school;
- make clear the expectations of all partners in the process;
- ensure that all staff have an awareness of the special needs of pupils in the school
- promote pupil awareness of special needs

Roles and Responsibilities

The Governing body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with SEN, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The governing body appoints the Standards Achievement and Curriculum Committee to take a particular interest in and closely monitor the school's work on behalf of children with SEN.

The governing body appoints a named governor (SEN Governor) to undertake consultation with the SENCO and develop a good understanding of provision and monitoring of ongoing work.

Chair of Governors: Alison Whittle

SEN Governor: Sue Harrison

The Headteacher has responsibility of the day-to-day management of all aspects of the school's work, including provision for children with SEN. The headteacher keeps the governing body fully informed and also works with the school's SEN co-ordinator (SENCO)

Headteacher: Rebecca Chessell

The SENCO is involved in the strategic development of the SEN policy and provision. The SENCO has responsibility of the day-to-day operation of the school's SEN policy and for co-coordinating provision for pupils with SEN.

SENCO: Rachel Paddon

Teaching and Support Staff are all involved in the development of the school's SEN policy and are fully aware of the school's procedures for identifying, assessing and making classroom provision for pupils with SEN. All appropriate staff are involved in training for general SEN needs and for more specific needs as they arise.

SEND IASS (formerly Parent Partnership): Dorothy Harrington tel 825548
(Special Education Needs and Disability Information, Advice and Support Service)

Procedures and guidelines

Identification

Binstead Primary School is fully committed to the early identification of special educational needs, both before the child is admitted to school and throughout the time they are registered here. It is recognised that children may develop a special educational need at any stage of their education.

Identification and assessment arrangements together with review procedures for pupils with SEN but without a statement or EHCPlan are carried out in accordance with the Code of Practice procedures currently in use to guide and support assessment and provision of SEN.

Parents are invited to be involved in discussion of the outcomes and interpretation of assessments and the next steps needed to help their child progress.

Home related issues, which may affect learning, should be brought to the notice of the class teacher, SENCO or Emotional and Behavioural Support Worker

We recognise that parents know their children best and that they may be in a position to notice their child's difficulties earlier.

We seek to promote positive and constructive relationships with parents. We accept and value the contribution of parents and encourage their contribution. We recognise that some families will require both practical help and emotional support if they are to play a key role in the education of their children

Curriculum access and assessment.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

understand the relevance and purpose of learning activities;

experience levels of understanding and rates of progress that bring feelings of success and achievement.

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;
- utilise a range of different teaching approaches and experiences.

We make every effort to ensure that all children can fully access the whole curriculum, including enrichment activities such as visits.

Graduated Approach Graduated Provision

Teaching children with SEN is a whole school responsibility. The core task of a teacher involves a continuous cycle of planning, teaching and assessing, taking in to account the differences in pupils' abilities, aptitudes and interests. Some pupils may need an increased level of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs.

The graduated approach recognises that children learn in different ways and can have different kinds or levels of SEN. Increasingly, step by step, specialist expertise may be used.

Parents are informed if the school decides that a child needs different help because they have SEN. The extra help may be a different way of teaching certain things, help from an extra adult, perhaps in a small group, or use of particular equipment. This is called SEN Support.

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum.

If a child is assessed as being at SEN Support, strategies used to support the child are recorded on a Pupil passport. The Pupil passport will outline areas of weakness and long-term aims, and will show short-term SMART targets set for the child and teaching strategies to be used. It will also indicate the planned outcomes and the date for the Pupil passport to be reviewed. In most cases a Pupil passport is reviewed once a term. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The Pupil passport is discussed at a meeting with the parent and the level of parental support and involvement is agreed. The general programme of work and targets listed on the Pupil passport is also discussed with the child. The teacher and parent/guardian sign all Pupil passports. The parent/guardian also attends a meeting to review the Pupil passport and the amount of progress made in relation to the targets set. The SENCO and class teacher work closely with parents and teachers to plan, implement and review an appropriate programme of support. Targets outlined on Pupil passports will also appear on the pupils individual target sheet.

In some cases, children will be seen by external support services which may lead to additional or different strategies. External support services will provide information for the child's new Pupil passport.

Pupil Trackers These are used to break down the learning for each child into small steps. This is tracked and assessed at each assessment point (Termly) throughout the year. This approach ensures all children's progress is monitored and teaching is specific to need.

School request for Statutory Assessment

If a child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request. If appropriate, an Education Health Care Plan (EHCP) is put into place to support the child's learning. The LA seeks a range of advice before making an Education Health Care plan. The needs of the child are considered to be paramount in this. Parents will be fully consulted at each stage. The school will ensure that all necessary pupil information is made available when making an application or referral for Statutory Assessment as contained within the documentation for Statutory Assessment. An Education Health Care Plan will normally be provided where, after a statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, a request for statutory assessment does not inevitably lead to an Education Health Care Plan (EHCP).

Provision

For information of SEND provision at Binstead Primary School, please refer to our School SEND Information Report and to the Local Authority Offer.

Monitoring Pupil Progress

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process. Progress is the crucial factor in determining the need for continued or additional support.

Working in Partnership

The importance of open partnership with parents, children and external agencies is fully recognised. It is considered important that the views of the child are taken into account appropriate to their age and understanding. The school strongly welcomes all agencies who have professional links with SEN pupils registered at the school and seeks positive liaison with them. The SENCO is the initial contact for external agencies in respect of individual pupils with SEN. Agencies include: Speech and Language Therapy, Educational Psychology, Consultant Paediatricians, Occupational Therapy, Physiotherapy, Medina House Outreach and the Autism Inclusion Team.

Involving Parents and Carers

The school works closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs. Teachers have regular meetings each term to share the progress of the children with their parents. We inform the parents of any outside intervention, and share the process of decision-making.

The school website contains details of our policy for Special Educational Needs and our school offer. A named governor takes a special interest in special needs and is always willing to talk to parents.

The school encourages parents to use SEND IASS (formerly Parent Partnership) and holds meetings in school for parents, SEND IASS (formerly Parent Partnership) and SENCO/Headteacher.

SEND IASS (formerly Parent Partnership) provides advice and information to parents and carers whose children have SEN. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their children's education.

SEND IASS (formerly Parent Partnership)

SEND IASS (formerly Parent Partnership) is here to ensure that parents are able to play an informed part in any decisions about the educational provision made to meet their child's special educational needs and to build partnerships between parents, schools and the local authority.

Monitoring this Policy

The policy is reviewed and evaluated annually by the Governors, Head Teacher, parents and SENCO. SEND IASS (formerly Parent Partnership) supports the process. Modifications are made as necessary.

The SEN Governor reports to the curriculum Committee on implementation of the policy.

The SENCO reports termly to the SEN Governor and to the Headteacher. The SENCO monitors implementation of Pupil Progress trackers.

The LA and OFSTED monitor the schools self evaluation of SEN provision.

There is a constant search for improvement in the quality of service.

Complaints, Concerns and Worries

All concerns relating to special needs are referred to the child's class teacher in the first instance. Parents are encouraged to use the services of SEND IASS (formerly Parent Partnership) to support them in helping resolve any issues.

In the event of a complaint the school's complaints procedure will be followed.