

# Special Educational Needs and Disabilities Policy



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## Introduction

This policy describes the aims, methods and resources that the CAT will use in order to meet Special Educational Needs and/or Disabilities (SEN/D), and how it will evaluate and report on its implementation. The CAT will implement this policy in the light of the guidance, given by the Special Educational needs Code of Practice (2001), and the 'Common Assessment Framework' alongside the graduated Response Framework for schools and the 'Early Years'.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## Aims and Objectives

- To ensure all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given access to a broad, balanced relevant curriculum.
- To raise the aspirations of and expectations for all pupils with SEND;
- To provide a differentiated curriculum appropriate to each individual's needs and ability;
- To ensure the identification of all pupils with SEND provision as early as possible in their school career;
- To ensure that all pupils with SEND take as full a part as possible in all school activities;
- To ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment;
- To ensure that the child's voice is heard as part of the process

## Identifying Special Educational Needs and Disabilities

The definition of special educational needs is set out in section xiv of the SEND Code of Practice (2014):

A child of compulsory school age who has a learning difficulty or disability if he or she:

- Has a significant barrier to their learning, identified by CAT-recognised professionals; this is compared to the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools
- Disability ( the Code of Practice outlines the "reasonable adjustment "under current Disability Equality legislation –these alone do not constitute SEN)

Other factors which may impact progress and attainment but which would not be identified as SEN are:

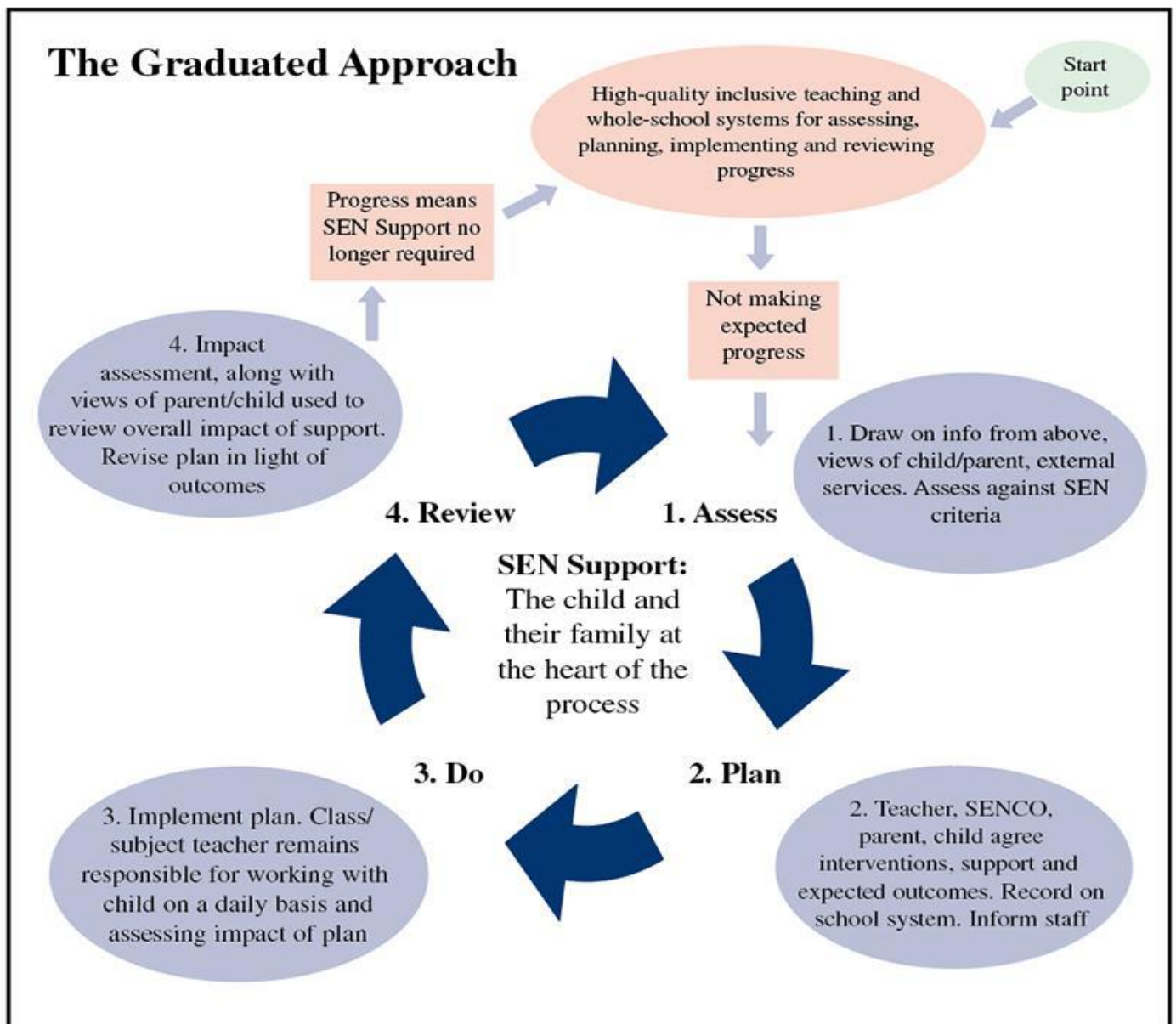
*Attendance and Punctuality, Health and Welfare, EAL, Pupil Premium Grant, Looked After Child, children of Service personnel.*

Concerns relating to a child or young person's behaviour will be seen as an underlying response to a need and will be explored together by school staff, the child and their family.

## Education Health and Care Plans

This type of support is provided for children whose learning needs are severe, complex and lifelong. This means a child will have been identified by LEA or NHS professionals as needing a particularly high level of individual or small group teaching.

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern over time. Documentation in relation to the child's SEN and any other action taken to deal with those needs, including any resources or special arrangements put in place, will be submitted to the LEA for a Panel hearing where a decision is made.



## Roles and Responsibilities

### ***The Governing Body***

The CAT Governors have a statutory duty towards pupils with SEND and will follow the guidance as set out in section 6.79 of the Code of Practice 2014. There is a designated Special Educational Needs and/or Disabilities Governor. Information about the implementation of the governing body's policy for pupils with SEND is summarised in the school's contribution to the Local Authority's Local Offer which can be accessed via the school's website. This information is updated bi-annually.

The Governing Body responsibilities to pupils with SEN/D include:

- Ensuring provision of a high standard is made for SEN/D pupils;
- Ensuring that pupils with SEN/D are fully involved in school activities;
- Having regard to the Code of Practice when carrying out these responsibilities;
- Being fully involved in developing and subsequently reviewing the SEN/D policy.

### ***The Headteacher***

The Headteacher has responsibility for:

- Management of all aspects of the school including SEN/D provision;
- Keeping the Governing Body fully informed about SEN/D within the school;
- Working closely with the SENCo; and

- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education.

### ***Special Educational Needs Coordinator (SENCo)***

The SENCo has a fundamental role to play in the process of providing for the child's needs. It is their responsibility to ensure that the School's Policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEN/D is employed correctly and to monitor and evaluate the School's provision and to report on these matters to the designated school's Governing Body.

### ***Class Teachers***

A whole school approach is fundamental to our Policy for children with SEN/D. Our staff work together to develop and review our procedures for identifying, assessing and making provision for pupils with SEN/D. Class Teachers will be involved in close liaison with parents and carers, and will discuss and feedback individualised targets to parents, with the SENCo as support. It is important to remember that even for children with full time teaching assistant support, the class teacher has ultimate responsibility for that child's learning and progress.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

1. To identify children who are experiencing difficulty in making adequate progress;
2. To differentiate within the classroom and to provide appropriate opportunities and resources;
3. To monitor and record the progress of the child as an on going process;
4. To set targets for SEND pupils in collaboration with the SENCo, where necessary;
5. To inform parents of areas of concern and to seek support from parents; and
6. At the early stage of identification, to liaise with the SENCo to ensure appropriate provision is available for the child.

### ***Teaching Assistants***

Teaching Assistants have a crucial role to play in SEN/D provision within School. They will deliver programmes of work, generally in literacy, mathematics or speech, language and communication to groups of children who require additional support. The children may be taught within the class setting or withdrawn for certain activities.

### ***Families***

Partnership with families plays a vital role in enabling all children to achieve their potential. The school acknowledges that parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. They also provide a valuable source of support for their child's learning at home. All parents of children with special needs will be treated as partners and encouraged to play an active role in their child's education. The emphasis is on success, and involving the child in the review process enhances their achievements.

## **Complaints Procedure**

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the class teacher or the SENCo. If this does not resolve the issue, it can be referred to the head teacher who will investigate and meet again with the parent within an agreed time frame. If an agreement cannot be reached the matter will be referred to the Governing Body who will respond to the issue within an agreed time scale. See School Complaints Policy for further details.

## **Reviewing the policy**

There will be an bi-annual review in line with the SEN development plan and school development priorities.

Signed: \_\_\_\_\_ Chair of Governors

Signed: \_\_\_\_\_ Headteacher

Date: \_\_\_\_\_