

St Oswald’s C of E Aided Primary and Nursery School

Special Educational Needs and Disability (SEND) Policy

Definition of Special Educational Needs

The SEN Code of Practice (2015) states:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

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

*• has a significantly greater difficulty in learning than the majority of others of the same age, or*

*• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

St. Oswald’s C of E Aided Primary and Nursery School Mission Statement.

St Oswald’s School recognises every child’s right to a broad and balanced curriculum. We strive to provide a positive learning environment where all children can achieve their potential. We aim to be an inclusive school where all achievements are celebrated. Our Special Educational Needs and Disability Policy acknowledges that children throughout or at different times in their school career may experience special educational needs. We aim to provide additional support to ensure their needs are being met, regardless of the nature or extent of the difficulty.

SEND Aims and Objectctives of St.Oswald’s C of E Aided Primary and Nursery School

Aims

The community at St. Oswald’s C of E Aided Primary and Nursery School aims to provide:

* an exciting and stimulating environment which promotes positive learning experiences for all
* an environment where pupils feel safe and secure in their belief to take risks and to challenge their own learning
* an environment where all children are valued
* high-quality teaching and learning opportunities through a differentiated curriculum, ensuring all children achieve their maximum potential
* to ensure early identification of pupils who require SEND provision
* to raise achievement and remove barriers to learning
* achievements in all areas are recognised and celebrated with pupils feeling proud of their own success
* high expectations of all pupils
* to provide opportunities for parental involvement of SEND support and to ensure the involvement of SEND pupils, where possible, in decisions affecting their provision

Objectives

At St Oswald’s C of E Aided Primary and Nursery School we will ensure:

* To identify pupils with Special Educational Needs and Disabilities and ensure that their needs are met.
* Careful monitoring and tracking of all pupils
* To work within the guidance provided in the SEND Code of practice, 2014
* To provide a Special educational needs Co-ordinator (SENCO)
* To provide support and advice to all staff working with Special educational Needs pupils with access to training
* To develop and maintain partnership and high levels of engagement with parents
* To ensure access to the curriculum for all children with a range of learning styles in the classroom

The Code of practice

At St. Oswald’s C of E Aided Primary and Nursery School we follow the statutory guidance provided by the SEND Code of Practice: 0-25 years 2014. Children are identified by the class teacher as having an educational or medical need that is additional to or different from that ordinarily available in class. This is discussed with parents. The SENCO would be informed. Further interventions or differentiation will be implemented. The child’s progress will be monitored and reviewed. If needed the SENCO will refer to an outside agency with parental agreement. If the nature of the SEND is significant, meaning additional support is required, then the school, in consultation with the relevant agencies, will refer the child for an Education, Health and Care needs assessment.

This policy takes account of: The Special Educational Needs and Disability Regulations 2014.

Roles and Responsibilities

The SENCO

The SENCO (Special Educational Needs Coordinator) for our school is Mrs Heather Stanley who has completed the NASENCo award. The SENCO can be contacted at [**stoswalds.ce@durhamlearning.net**](mailto:stoswalds.ce@durhamlearning.net)

Within our school the SENCO has the following responsibilities:

* managing the day to day running of the SEN policy
* coordinating provision for pupils with SEND within our school
* arranging staff deployment to meet the needs of the pupils
* holding regular meetings with colleagues to discuss pupil progress
* regular updating the school’s SEN register
* liaising with the Head teacher to discuss provision, budget and issues
* supporting colleagues in writing and monitoring of Support plans
* working closely with parents / carers
* liaising with external professionals and seeking additional support where necessary
* writing of reports and necessary documentation required by the LA
* ensuring a clear understanding of the needs of the pupils within our school
* identifying training needs for teaching and non-teaching staff according to the needs of the pupils
* meetings with and feedback to the Special Interest Governor
* attending Community of Learning 14 meetings

The Head Teacher

The Head Teacher has responsibility for the day to day management of all aspects of the school’s work. The Head Teacher manages the SEN budget, prioritising additional resources to benefit our pupils. The Head Teacher keeps the Governing Body fully informed and works closely with the SENCO.

The Teaching Staff

All teachers are teachers of children with Special Educational Needs. Class Teachers plan and adapt the curriculum to meet an individuals needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Teachers are involved in the creation and reviewing of SEN support plans.

Learning Support Assistants

* will provide additional adult support to pupils
* ensure they are fully aware of individual children’s needs
* deliver and evaluate small group intervention programmes
* contribute to review meetings and written reports

Role of Parents/Carers

We believe that a positive relationship between staff and parents is vital for all pupils, but especially those with Special Educational Needs. We aim to keep parents fully informed of their child’s progress. Parents are invited to regular parent’s meetings and reviews, but we also offer an open door policy where discussions can take place on a more informal level. Parents are given an information booklet about Special Educational Needs and are encouraged to complete the My Story booklet.

Pupils with SEND

Where appropriate children with SEND will be encouraged to participate in the decision making processes including target setting and contributing to Support Plans.

The Governing Body

* The Governing Body should be fully aware of the provision in school for children with Special Educational Needs
* The Governing Body has agreed that pupils with Special Educational Needs will be admitted to St Oswald’s C of E Aided Primary and Nursery School in line with the school’s admissions policy
* The Governing Body will seek to ensure that the appropriate provision is provided for the school by the Local Authority
* The Special Interest Governor will liaise with the SENCO

Identifying Special Educational Needs

We recognise the four broad categories of need in the Code of Practice, 2014: Communication and interaction, Cognition and learning, Social, mental and emotional health, Sensory and/or physical. The purpose of identification is to work out what action the school needs to take. Teachers plan carefully using the EYFS and National Curriculum as a starting point. Activities are carefully differentiated to ensure access and challenge for all our pupils. Progress is monitored and children who are not meeting expected levels of attainment are identified. The SENCO will be consulted to decide whether additional and/or different provision or further assessment is necessary.

Other factors which may impact on progress and attainment are disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil premium grant, being a looked after child, being the child of a serviceman/woman but are not necessarily SEN.

Management of Pupils with SEN

The class teacher is responsible for the progress of pupils in their class. This will be reviewed with the SENCO as part of an assess-plan-do-review cycle. Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils. Where progress does not improve despite planned interventions a child may be placed on the school’s SEN register. The school, pupil and parents work together setting appropriate targets and provision for the child. It may be decided to record these on a support plan or provision map. Referrals may be made to outside agencies for further guidance.

Inclusion

Inclusion means that pupils with SEND should, wherever possible, receive their education in a mainstream school and fully join in with their peers in the curriculum and the life of the school. St. Oswald’s C of E Aided Primary and Nursery School embraces inclusion. We aim to optimise opportunities for participation and achievement in all areas.

Admission of pupils with SEND

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. These include pupils with any level of SEN: those with EHC plans and those without.

Any child joining our school will be assessed by the class teacher and their names can be added to the SEND register as appropriate. The importance of early identification, assessment and provision for any child is crucial.

Links with other schools

The SENCO or class teachers will liaise with teachers at key transition times. The aim will to be inform the receiving school of the pupils needs and to develop a transition plan to support the pupil and family. All records, support plans and Education, Health Care Plans will be provided.

The school is part of Community of Learning 14 which involves the HEAD Teacher and SENCO meeting and working with other local schools. The SENCO regularly attends SENCO network meetings.

Links with outside agencies

The school strives to maintain good working relationships with our support services. Support is applied for and arranged as necessary. These services aid the inclusion of pupils with SEND.

SEND Information Report

St. Oswald’s C of E Aided Primary and Nursery School’s SEND Information Report is available through the school website. This provides parents and carers with clear, comprehensive and accessible information about the provision available to meet the needs of pupils with SEND.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents, and pupils. A questionnaire is sent out to pupils and/or carers. Feedback can be given via the school’s local offer. The analysis of results can inform change to our SEN procedures.

Complaints

If a parent/carer has a concern regarding the provision in place for their child, an appointment can be made to speak to the SENCO or Head Teacher.

Head Teacher………………………. Date……………..

Chair of Governors ……………………………… Date…………………..

This policy will be reviewed annually