

Grange Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

The Inclusion Manager (IM) is Miss R. Eva, she is a qualified SENCO, having passed the NASENCo award. Miss Eva is also a member of the senior leadership team (SLT). She is responsible for coordinating SEND provision in the school. She can be contacted via the school office on 020 7476 5146.

The link governor for special needs is Ms D. Jung.

RATIONALE/FUNDAMENTAL PRINCIPLES

Following the guidance from the SEND code of practice: 0 – 25 years (2014) and the Children and Families Act (2014, chapter 3), all staff at Grange Primary School will aim to make sure that:

- A child with special educational needs and disability (SEND) will have their needs met.
- The view of the child will be asked for and taken into account.
- There is partnership with parents/carers in the education and planning for their child.
- All barriers to learning are removed so that children with SEND are provided with full access to a broad, balanced and relevant education, including an appropriate curriculum.
- All people involved in the education and care of a child with SEND, will have the highest aspirations for them and promote high expectations.
- All pupils with SEND are equipped with the skills to be independent learners, thus preparing them effectively for adulthood.

POLICY STATEMENT

- All individuals should have equal opportunities and be able to develop to their full potential.
- We will identify and tackle prejudices towards people with disabilities.
- We will raise and discuss issues of disability and special needs within the school with both staff and pupils.
- All children will have access to every aspect of school life, we will seek to make reasonable adjustments where necessary for SEND pupils to ensure this is possible.
- We aim to provide a service which is genuinely responsive to the needs and concerns of parents and pupils.

- Parents will always be involved in discussions about their child. Effective assessment and provision will be secured where there is the greatest amount of partnership between parents, children and the school. The views of parents/carers will be valued and taken into account.
- We are committed to close collaboration and partnership with all staff and services involved in the education and well-being of children in our school.
- All pupils may, at some time, have difficulties, and staff should be aware of these transitory problems and provide for them accordingly.
- All staff are responsible for identifying possible educational needs and ensuring this information is passed to the Inclusion Manager as soon as possible.
- Having identified children with particular needs, all staff will follow the school policy and procedures laid out in the SEN information report.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

The SEND code of practice: 0 – 25 years (2014) states that 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. Therefore, a child has SEN if he/she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability, which either prevents or hinders the child from making use of educational facilities provided for children of the same age in our school.
- c) is under 5 and falls within a. or b. or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because their home language is not English (please see the EAL section of the inclusion policy).

ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

THE ROLE OF THE GOVERNING BODY

In terms of legal duties, governing bodies must have regard to the SEND code of practice: 0 – 25 years (2014) and 'use their best endeavours' to see that appropriate provision is made for any pupil with SEN.

Our governing body will:

- do its best to ensure that the necessary provision is made for any pupil who has SEN.
- ensure that, where the 'responsible person' (the head teacher or responsible governor) has been informed by the local authority that a pupil has SEN, those needs are made known to all who are likely to be involved in their education.
- ensure that all teachers are aware of the importance of identifying and providing for all children with SEN.

- consult with the local authority and governing bodies of other schools, where it is necessary or desirable in the interests of co-ordinated special educational provision, particularly at times of transition.
- ensure that pupils with SEN join in all activities of the school together with pupils who do not have SEN, so far as is reasonably practical and compatible with the needs of children with SEN, the effective education of their peers and the efficient use of resources.
- in co-operation with the headteacher, establish the appropriate staffing and funding arrangements for children with SEN.
- report to parents on the implementation of the school's policy for pupils with SEN.

THE ROLE OF THE HEADTEACHER

The head teacher will:

- keep the governing body fully informed regarding the provision and teaching of SEN children within the school.
- work closely with the IM to ensure the school offers the best possible provision for children with SEN.
- in co-operation with the governing body, establish the appropriate staffing and funding arrangements for children with SEN.
- if requested, meet with parents/carers or outside agencies regarding a child's needs, progress, education etc.

THE ROLE OF THE INCLUSION MANAGER

The Inclusion Manager will:

- oversee and co-ordinate the day to day provision for SEN pupils in the school.
- make sure all SEN pupils are happy and safe in school, including those with medical conditions. This might include writing care plans, keeping up to date allergy and asthma registers etc.
- meet with parents/carers and other professionals about children with SEN, this includes other schools to make sure there is a smooth transition between key stages for SEN pupils.
- have regular discussions with parents/carers of SEN pupils, to make sure that their views are included in decisions about any action taken to support their child.
- give pupils the chance to share their views and feelings about their education.
- advise and support class teachers and other practitioners in the school, including holding termly meetings to review the child's progress.
- ensure that appropriate Individual Education Plans are in place and reviewed with staff, parents and the child, where appropriate.
- ensure that relevant background information about individual children with SEN is collected, recorded and updated.
- lead further assessment of the child's particular strengths and difficulties, including monitoring progress of SEN pupils and the impact of interventions.
- ensure that appropriate records are kept including a record of the number of children receiving SEN support, receiving High Needs Block funding and with Education Health and Care (EHC) plans.

- in consultation with the Senior Management Team, deploy and timetable additional adult support in the classroom.
- order specialist resources or equipment that are needed to enable SEND pupils to access the curriculum fully.
- ensure staff are provided with opportunities to attend relevant, regular training.

THE ROLE OF THE CLASS TEACHER

Class teachers will:

- plan high quality, differentiated lessons for all pupils, making sure that work is matched to each child's level. This includes SEN pupils who have support from a teaching assistant (TA).
- regularly assess the progress of all pupils, using this information to help them to identify any possible educational needs. Should they be concerned about a child, they will pass this on to the Inclusion Manager as soon as possible.
- keep up to date assessments, records and observations for SEN pupils, including meeting with 1:1 TAs to get their views.
- listen to and try to include parent/carer and pupil's views in their planning for SEN pupils.
- meet with the Inclusion Manager at least once a term to review the progress of SEN pupils in their class, this will include reviewing IEP targets with parents and the child if appropriate.
- meet with parents/carers and other professionals about the SEN children in their class to make sure appropriate intervention is in place. Monitor that these support programmes are taking place.

THE ROLE OF THE TEACHING ASSISTANT (TA)

Teaching Assistants will:

- meet with teachers before lessons to make sure they know how best to support SEN pupils during the lesson.
- talk to a child's class teacher or the Inclusion Manager if they have any concerns about a child's educational needs.
- keep up to date assessments, records and observations for SEN pupils, and share these with the class teacher regularly.
- meet with parents/carers of 1:1 pupils regularly, and pass on any relevant information to the class teacher to ensure that parent/carer and pupil's views are listened to.
- meet with the Inclusion Manager at least once a term to review the progress of SEN pupils they are supporting, this will include reviewing IEP targets with parents and the child, if appropriate.
- meet with other professionals about the SEN children they support, and implement any programmes that are provided.

THE ROLE OF THE LEARNING MENTOR/FAMILY SUPPORT WORKER

The Learning Mentor/Family Support Worker will:

- build good relationships between home and school through having an open door policy, running various parents groups, toddler group, coffee mornings etc.
- meet with parents/carers of SEN pupils regularly, including running Grange Interchange (a parents group specifically for parents of pupils with SEN) every fortnight. Any relevant information will be passed on to the child's class teacher or the Inclusion Manager to ensure that parent/carer's views are listened to.
- work with pupils to help them overcome barriers to learning, and to give them a chance to voice their views. This may be through different strategies including 1:1 work, small groups, helping in class, lunchtime clubs etc.
- meet with the Inclusion Manager and Headteacher regularly to discuss the wellbeing of the pupils in the school, including SEN pupils.
- talk to a child's class teacher or the Inclusion Manager if they have any concerns about a child's educational needs. This includes pupils who start part way through the year.
- meet with other professionals about children with SEN, this includes other schools to make sure there is a smooth transition between key stages for SEN pupils.

CONSULTATION AND MONITORING

This policy was written in discussion with parents, it will be reviewed every 3 years by the Governors, Inclusion Manager, parents and where possible pupils.

For more detailed information regarding the implementation of SEND provision at Grange Primary school please see both the SEND Information Report and the local offer, located on the school's website.

Policy written: June 2015

Agreed by governors:

Review date: June 2018

This is a non-statutory document. It has been written in line with the SEN code of practice (2014), and the Children and Families Act (2014, chapter 3) – both statutory documents.