



Ings Farm Primary
School
Special Educational
Needs Policy

School Ethos

Ings Farm Primary School is an inclusive school, committed to meeting the physical, social, emotional and academic needs of all children. To enable every child, regardless of their ability to achieve their potential we aim to provide the necessary care, support and guidance to ensure all children achieve success, develop confidence, maintain high self-esteem and are able to make positive contributions to the school and wider community.

We believe that by creating a safe and stimulating environment, with relevant, enjoyable and enriching activities, our children will develop a thirst for life-long learning and will be well prepared for the challenges of the 21st century. Through a multi- sensory approach, we strive to make our teaching more innovative and responsive according to the needs of every child by offering a wide range of teaching and learning experiences. We are committed to helping each child, including those with special needs, not only succeed but be confident, reflective children, who have a sound knowledge of their own value and purpose in the world, who are able to think creatively and with independence and so see the future as full of possibilities.

Admission Arrangements

No child will be refused admission to school on the basis of special educational need(s). We do not discriminate against disabled children and actively take all reasonable steps to provide effective educational provision for all children.

Introduction

This policy is in line with the SEND Code of Practice 2014. Its purpose is to promote the inclusion and effective learning for all pupils.

Aims

- To recognise that some children may experience difficulties which call for special educational provision.
- To enable every child to feel they are progressing with their learning and to develop their self- esteem.
- To give every child with special needs access to a broad and balanced curriculum.

- To meet the needs of every child in the school setting by ensuring suitable provision is made.
- To work closely with parents and carers, acknowledging the role they have in a child's learning and to encourage regular communication between them and school.
- To help children with special needs by working in partnership with their teacher, to support their learning.
- To regularly review our teaching styles in order to promote achievement.
- To take into account how the educational environment (lighting, seating and classroom acoustics) can impact on a child's learning.
- Have rigorous monitoring and tracking provision and procedures to ensure that children with SEN make significant progress as they move through school.
- To have high expectations and aspirations for all children to become independent learners.

What are Special Needs?

A child with special needs may need extra or different help, at school or home, because of communication and interaction difficulties; physical and/or sensory difficulties; learning and processing difficulties; social, emotional and mental health difficulties or a combination of these. Some children may have additional needs throughout their education at Ings Farm Primary; others may have additional needs at some time.

Identification and Assessment of Special Needs.

Some children, for whatever reason, do not make the progress expected. Parents may raise concern about a child on admission to school or school may identify a need despite the child having received differentiated learning opportunities.

Possible indicators:

- Makes little or no progress, even when teaching and learning approaches are targeted to the child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in their working at a National Curriculum Level below the expected level of children of a similar age.

- Presents social, emotional or behavioural difficulties and does not respond to the behaviour management techniques used in school. These may interfere with the child's own learning or that of the class.
- Has sensory or physical needs which require additional specialist equipment and may require regular advice or visits by a specialist service.
- Experiences communication or interaction difficulties which may be on going; may impede on the development of social relationships; may cause substantial barriers to learning and may impact on progress despite provision of differentiated curriculum.

If a special educational need has been identified, either by parents or carers and/or teachers, we will work in partnership, sometimes with other professionals (Education, Health Care and any agencies accessed by the family), to ensure the best provision is made for each child.

This partnership is crucial to a child's learning. Regular meetings (minimum of 1 per term) will take place with parents or carers and the class teacher, if appropriate other professionals may attend these meetings. Discussions will take place around any concerns together with ideas about what can be done, in partnership, to aid progress. From this discussion targets will be set. These targets will inform teachers planning, may provide a course of action for teachers and/or parents or carers or may identify resources needed. Should it be necessary to arrange additional support/provision this will be recorded on a SEN Support Plan.

Educational Health Care Needs Assessment

Where a child is not, despite a period of support, making adequate progress the school may request, in agreement with the parent/carers and any other agencies, a statutory assessment for an Educational Health Care Plan (EHC Plan). There is a set procedure and timescale for such an assessment.

Throughout this time period, evidence will be gathered and presented to a Multi Agency Education Health Care Panel (MAEHCP) who determine whether it is necessary to issue an EHC Plan. School will continue to review planning, provision and progress during this time.

If an EHC Plan is issued, discussions will take place with parents/carers and, where appropriate, the child about the educational setting where the identified special educational needs can be best met. If Ings Farm School is named as the

school we will continue to assess progress to ensure we are meeting the child's special educational needs.

Prior to September 2014 Statements of Special Educational Needs were issued following statutory assessment. These will remain in effect until they are transferred to an EHC Plan. All should be transferred by September 2018.

Roles and Responsibilities

The Governing Body

- Ensures appropriate provision is made for any child with SEN.
- Ensures all children, including those with SEN, have access to a broad and balanced curriculum.
- Ensures that children with SEN are fully involved with school activities.
- Appoints a representative, of the Governing Body, to oversee SEN provision.

Teaching Staff

It is mainly the class teacher who is responsible for providing for any special educational needs of children in their class. They do this with support from the SENCO, teaching support staff, Head Teacher, the Local Education Authority, Health & Social Services and any outside agencies.

Class Teacher

- Identifies children with learning difficulties in the class she/he teaches.
- Plans differentiated work for pupils.
- Liaises with the SENCO, other professionals and agencies to regarding strategies and ideas.
- Directs support from teaching assistants.
- Develops effective relationships with parents.
- Encourages children to be a part of their learning goals.
- Sets targets in consultation with parents - Ings Farm Primary Pupil Target Review (Appendix 1).
- Keeps parents informed of pupils progress.
- Assesses pupil's progress and identifies the next steps to learning.

- Works with the SENCO, to identify their own training needs around SEN.

Teaching Assistants

- The school acknowledge the value of using teaching assistants in helping to implement identified strategies and initiatives
- Training will be offered as required to all teaching assistants.

SENCO



- Oversees the day to day operation of School's SEN policy.
- Is available to meet parents/carers of SEN children during the academic year.
- Liaises with other professionals and outside agencies.
- Maintains the school SEN register.
- Monitors and evaluates the Special Educational Needs provision.
- Organises and delivers training to meet the needs of all staff.
- Reports, when necessary, to the governing body.

Monitoring, Evaluation and Review of SEN Policy and Guidelines

All staff will be involved in the review, development and evaluation of the SEN Policy and School's procedures for identifying assessing and providing for children with special needs.

Dealing with Complaints

If a parent/carer wishes to complain about provision they should, in the first instance, raise it with the SENCO, who will try to resolve matters, then the Head Teacher. Any issues that remain unresolved will be managed according to the schools complaints procedure.

Date:	 Ings Farm Primary Pupil Target Review 			SEN Support
Name:	D.O.B:	Year Group:	Review Number:	Next Review Date:
<u>Discussion Points</u> <ul style="list-style-type: none"> • 				
Targets		Resources, Strategies, Initiatives		Notes
Signed Class Teacher			SignedParent/Carer	