

Stanbridge Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEN&D) POLICY



Signed (Chair):	Name: Mrs M Todd	Date: 23/05/16
Signed (Headteacher):	Name: Miss F Bertham	Date: 23/05/16
Ratified: by Full Governing Body	Next Review: Term 5 (16/17)	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Special Educational Needs & Disabilities Policy	Date:	23/05/16
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender Reassignment (transgender)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Stanbridge Primary School

Special Educational Needs and Disabilities Policy

A policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEN/D) at Stanbridge Primary School.

Rationale	At Stanbridge Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Our aim is to enable all pupils to enjoy a broad and balanced curriculum, supporting the development of the whole child.
Purposes	<ul style="list-style-type: none"> • To identify students with special educational needs and ensure their needs are met. • To provide access to the academic and social curriculum by taking appropriate measures on the child's behalf and by working in partnership with the child, parents, Governors and external agencies. • To ensure that all learners make the best possible progress.
Responsibilities	<p>The named SEN Co-ordinator (SENCo) for the school is Miss E Miller. The school also has a SENCO Assistant who works in partnership with the SENCo - our Higher Level Teaching Assistant, Mrs Sharon Curtis.</p> <p>The Deputy Head Teacher is responsible for the collection and analysis of data for SEN/D pupils, including the impact of interventions and Change Tracker Action Plans.</p> <p>A member of the Governing Body takes a special interest in SEN/D, although the Governing Body as a whole is responsible for making provision for children with Special Educational Needs and Disabilities.</p> <p>The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEN/D.</p> <p><i>The role of the class teacher is</i></p> <ul style="list-style-type: none"> • to implement the code of practice with the support and advice of the SENCo • to build appropriate differentiation into all areas of their curricular planning • to participate in the writing, monitoring and reviewing of Change Tracker action plans • to liaise with parents of children with SEN/D • to liaise and work with Teaching Assistants <p><i>The role of the Subject Co-ordinators is</i></p> <ul style="list-style-type: none"> • to ensure that SEN/D issues are addressed in all aspects of the delivery of their subject area and that outcomes reflect appropriate achievement • to liaise with the SENCo over any subject-specific issues relating to special needs. <p><i>The role of the Senior Leadership Team is</i></p> <ul style="list-style-type: none"> • to monitor and assess measures to evaluate the effectiveness of SEN/D provision and to report findings

	<p><i>The role of Parents/Carers:</i></p> <ul style="list-style-type: none"> • Parents/Carers have a responsibility to meet and communicate with professionals to support their children’s education. • In working with the school the parents should communicate regularly, alerting us to any concerns they have about their child’s learning or educational provision. • Parents/Carers should participate in and comment on the review of their child’s action plan targets. • Parents/Carers should fulfil their obligations under home-school agreements that set out expectations of both sides. • Parents/Carers can access information about SEN/D procedures through the class teacher or the SENCo. <p><i>The role of the pupil:</i></p> <ul style="list-style-type: none"> • Children should, where appropriate, participate in processes that occur in education including involvement in setting learning targets, contributing to the assessment and monitoring of their needs and to the Annual Review and transition processes. <p><i>The role of External Agencies:</i></p> <ul style="list-style-type: none"> • External agencies are used where appropriate to support children with the code of practice. • Where time is limited children are referred in order of need as prioritised by the SENCo in consultation with Class Teacher and the Head Teacher.
<p>Access to the Curriculum and Inclusion</p>	<p>Every pupil has the right to full access to both the National Curriculum and extracurricular activities, whatever their particular difficulty. Every effort is made to achieve this by:</p> <ul style="list-style-type: none"> • all relevant staff, both teaching and support staff, being informed of any difficulty being encountered by a child. The SENCo is responsible for monitoring this. • class teachers building differentiation into all areas of their planning, consulting the SENCo where necessary. • meeting the child’s Special Educational Needs in one or more of the following ways: <ul style="list-style-type: none"> • differentiated work within the normal classroom setting • support from a teaching assistant within the classroom if applicable • withdrawal in a small group or individually to tackle a particular area of difficulty, with care being taken not to prejudice curriculum access <p>Children with SEN/D are included with their peers at every opportunity, in order to foster a positive self-image for each child.</p>
<p>Identification and Assessment of Special Educational Needs</p>	<p>The school is committed to the early identification of Special Educational Needs and Disabilities and adopts a graduated response to meeting SEN/D in line with the code of practice.</p> <p>A range of evidence is collected through the usual assessment and monitoring arrangements to decide if a child should be placed on the SEN/D register.</p> <p>Children are assessed through regular teacher assessment carried out four times a year. Foundation Stage pupils are assessed using the Early Learning Goals and Development Matters for EYFS.</p> <p>At the end of Key Stage 1 and Key Stage 2, pupils take SATS. If the evidence suggests the learner is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and/or different provision will be recorded in a Change Tracker action plan. This will be</p>

	<p>written in consultation with SENCo, class teacher, pupils and parents/carers. It may also involve consultation and advice from outside agencies.</p> <p>The IEP or ISP will set targets for the pupil and outline:</p> <ul style="list-style-type: none"> • the short term targets set for the pupil • the provision put in place to address the targets • the strategies to be used to address the targets • when the plan is to be reviewed • success criteria <p>The action plan will be reviewed at the end of term unless it is thought an earlier review would be appropriate. Both the pupil and parents will be involved in the review process where appropriate.</p> <p>If, despite significant support and intervention, the school has evidence that a pupil is still making insufficient progress, further advice and support from outside professionals will be sought. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.</p> <p><u>Statement of SEN (Now called Education, Health and Care Plan)</u></p> <p>For pupils who have statements of SEN, in addition to the review of IEPs, their progress and support outlined in the statement will be reviewed annually and a report provided for the Local Authority. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.</p>
<p>Access Facilities</p>	<p>Stanbridge Primary School does not have a Special Educational Needs Unit. There is a ramp allowing access for wheelchair users through the reception classes, main entrance, Key stage 1 entrance and KS2 entrances. There is also a disabled toilet and shower room located in the KS1 corridor.</p>
<p>Allocation of Resources</p>	<p>South Gloucestershire Local Authority recommends that 3.6% of the school budget be allocated to the provision of support for pupils with SEN/D. South Gloucestershire Education Authority uses the Matrix tariff system to allocate additional funding to support children with significant SEN/D as identified by a Statement of Educational Need (whilst existing statements still remain, children who are newly assessed will be subject to an Education, Health and Care Plan).</p> <p>Teaching Assistants give support within the classroom and work with specific groups including working with SEN/D children.</p> <p>Matrix funding received by the school is used to provide equipment or Teaching Assistant support for each statemented child in order to address their assessed needs.</p> <p>There is a bank of resources of differentiated materials for the core curriculum areas. It is used on an individual and group basis.</p>

Criteria for evaluating the success of the SEN policy	<p>The success of the SEN/D Policy is judged by the following criteria:</p> <ul style="list-style-type: none">• Every child is given access to an appropriate, broad and balanced curriculum.• Change Tracker targets are successfully monitored and reviewed.• There are regular timetabled opportunities to identify and assess children's needs.• Parents are kept informed of their child's progress.• Staff are familiar with this policy and are effectively implementing it.• Outside agencies are supporting the child's needs.• Strategies to enable children to meet their IEP targets are evident.
---	---