

GOODRINGTON SCHOOL

POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

GUIDING PRINCIPLES

This is a whole school policy which is also applicable to the EYFS department

Goodrington School works in accordance with the SEND Code of Practice, published January 2015

We believe that all our pupils have the right to an education which is appropriate to them as individuals. As far as possible, therefore, it is our aim to minimise the difficulties that pupils will experience. A Special Educational Need or Disability can be defined by a pupil experiencing difficulties in socialising or behaving, problems with learning or understanding in the classroom, problems with concentration or physical difficulties.

We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum:

- ***Setting suitable learning challenges*** - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- ***Responding to pupils' diverse learning needs*** - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- ***Overcoming potential barriers to learning and assessment for individuals and groups of pupils*** – We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the SEND Code of Practice January 2015, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines;
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;

- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with external agencies including Local Authority (LA) services, health services and social care, in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the young people we are seeking to help.

We follow the recommended Code of Practice 4 point system for providing SEND support -Assess, Plan, Do, Review.

This is achieved through a graduated approach to our SEND provision.

1 – all teachers use a variety of strategies and differentiated activities to provide for all levels of ability in their classroom.

2 – if a pupil is demonstrating a need, a cause for concern is registered in consultation with the SENCO. This assessment is made using observation, pupil progress data and national expectations. This cause for concern is recorded and discussed with both the pupil and parents and a review date is set.

3 – if the pupil outcomes continue to fail to meet their personal targets or national expectations, then further discussion between the teacher and SENCO are held to determine what special support/teaching could be offered to the pupil. This is discussed with pupils and parents, recorded on an Initial Concern Form or Pupil Passport form and a review date is set. The pupil passport sets clear measurable targets for the pupil to achieve so that progress can be easily monitored.

Additional Information on the Curriculum and Inclusion:

The curriculum is designed to be accessed by all pupils who attend the school. We are committed to meeting the needs of all pupils and if we think it necessary to modify some pupil's access to the curriculum, we do this in consultation with their parents or carers. Following a consultation, it may be necessary to have an Initial Concern Form or Pupil Passport put into place, with review appointments indicated. All reasonable steps are taken to ensure that pupils with learning difficulties are not placed at a substantial disadvantage. Teaching and learning are appropriately modified for pupils, for example; there may be a special learning programme, extra help from a teacher or assistant, working in a smaller groups, observations in class or at break, help taking part

in class activities, extra encouragement in their learning, e.g. to ask questions or to try something they find difficult, help communicating with other children, support with physical or personal care difficulties, e.g. eating, getting around school safely or using the toilet, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Conversely high achieving pupils are set challenges appropriate to their needs, therefore stretching their abilities.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

Governors will fulfil their statutory duties towards pupils with special educational needs as prescribed in the SEND Code of Practice. One Governor has a specific responsibility to monitor the requirements for the SEND, in collaboration with the SENCO. They help to develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEN Lead will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed.

The Head Teacher has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. The Head Teacher as the SENCO Lead will work closely with the school's staff and will keep the governors fully informed about the working of this policy. The Head Teacher will encourage all members of staff to participate in training to help them to meet the objectives of this policy.

The Special Educational Needs Co-ordinator (SENCo) is Mrs Ellenby. She will be responsible for the day to day operation of this policy; Co-ordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; Providing related professional guidance to colleagues with the aim of securing high quality teaching; Monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; Collaborating with curriculum co-ordinators to ensure learning for all children is given equal priority; Ensuring that proper records are kept; Contributing to the in-service training of staff; Using available resources to maximum effect.

The Governor with specific oversight for the SEND arrangements is Mrs Lawrence.

REVIEWED JANUARY 2016

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