

# FLUSHING C of E PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY



This policy accepts the definition of SEND as set out in the Revised Code of Practice;

*A child or young person has SEND 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.*

*SEN Code of Practice 0 – 25 Years January 2015*

### **Aims and Objectives**

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach or work with them. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs. The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

### **Admission and Inclusion**

All the teachers in the school are teachers of children with Special Educational Needs. Flushing School adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problem.

### **Access to the Curriculum**

The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes. There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## **Providing the graduated response for personalised support**

The school offers a differentiated curriculum personalised to individual needs where possible. When a pupil fails to make progress and shows signs of difficulty in some of the following areas:  
acquiring literacy and numeracy;

- presenting persistent behaviour, emotional and social difficulties;
- has sensory or physical problems;
- has communication or interaction difficulties,

The school will provide the pupil with personalised support that is additional to and different from the differentiated curriculum. This will be provided through an Educational Health Care Plan (EHCP), an Individual Education plan (IEP) or an Individual Behaviour Plan (IBP) in a range of ways including:

Classroom organisation and management

In-class support by our staff

-Withdrawal for individual/small group work

-Home/school liaison for support at home

-Behaviour modification programmes

-Use of specialist equipment

-Alternative teaching strategies

The resources allocated to pupils who have education health care plans (EHCP) and/or special educational needs will be deployed to implement these education plans at SEND Support as outlined in the new Code of Practice (2014). Parents will be informed and pupils will be involved in decisions taken at this stage. Financial commitments will be subjected to decisions made by the Head Teacher and the Finance Committee of the Governing Body.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services. It is then possible that the school will seek statutory assessment.

## **Identification and Assessment – a graduated response**

If progress is still not achieved despite intervention and support the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

Identification of children with special educational needs will be undertaken by all staff and then through the SENDCo. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENDCo, together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses.

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Individual Healthcare Plans for all children on the record of need are reviewed termly.

Additionally, the progress of children with an Education Health and Care Plan will be reviewed annually, as required by legislation.

Detailed records will be kept of the pupils receiving extra teaching support. These will include:

- The regular administration of informal reading inventories designed to provide a profile of reading achievement,
- Phonic check-lists,
- Detailed records of work
- The results of standardised and diagnostic tests.

A summary of these will be passed on to any receiving school.

-Liaison

-Parents will always be informed when an external agency becomes involved with their child.

Arrangements for the Treatment of Complaints: **Refer to complaints policy.**

## **Staff Development**

In-service training needs related to special educational needs and disabilities will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan.

## **Working with Parents**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parents and the school will be consistently maintained.

As mentioned above, parents will be fully consulted before the involvement of CSA support agencies with their children, and will be invited to attend any formal review meetings at all stages

## **Pupil Participation**

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans (IEPs). Steps will be taken to involve pupils in decisions, which are taken regarding their education.

## **Evaluating Success**

This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- The number of children participating in home/school reading activities
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for EHCP's
- Special educational needs and disabilities
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievement

2023

Signed \_\_\_\_\_

Date \_\_\_\_\_



