



Rich fields of learning



Butterknowle Primary School

Special Educational Needs and Disability Policy

1. Introduction

1.1 Butterknowle Primary School and Pre-school provides a broad and balanced curriculum for children. The Early Years Foundation Stage Curriculum and the National Curriculum are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

1.2 Some children have special educational needs, and therefore may need additional or different help from that given to other children of the same age, either throughout or at any time through their school careers. Teachers make provision for these children to enable them to participate effectively in curriculum and assessment activities. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To ensure that the social and emotional needs of all children are met.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process where possible.

3 Educational inclusion

3.1 This school aims to offer excellence and choice to all children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation and want all children to feel that they are valued in our school community. We have high expectations of all children and through appropriate curricular provision, we respect the fact that children:

- Have different educational, behavioural, emotional and social needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.
- They have experienced emotional trauma and stress that is impacting on their behaviour and learning.

4.2 From continuous assessment and pupil progress meetings, any child not making expected progress will be alerted to the SENCO and a range of strategies will be put in place. The child's progress will be monitored and parents will be kept informed. If progress is still not made and our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called 'Short Note'. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

4.3 At 'Short Note' we record the strategies used to support the child. Parents/carers will be kept informed of their child's progress as their targets are achieved and updated.

4.4. If we identify that support is needed from outside services, we will consult parents prior to any support being sought. In some cases, children will be seen in school by external support services. At this point it may be necessary to complete 'School Support Plan' in order to access external support services including consultation with the educational psychologist, should it be deemed appropriate. External support services may provide information for the child's School Support Plan. The new strategies within the School Support Plan will, wherever possible, be implemented in the child's normal classroom setting with some targeted one-to-one or small group work, where appropriate.

4.5 If the child continues to demonstrate significant cause for concern, it may be necessary to consider requesting an Education, Health and Care Plan (EHC Plan) assessment. If an EHC Plan is granted, then the Local Authority request reports from all professionals involved with the child, including the school and parents. This information is then collated by the Local Authority which they then present to the SEN Panel, which meets regularly, to consider whether the evidence meets the criteria for issuing an EHC Plan in order for the child's educational needs to be met. The panel would also decide on the appropriate number of hours of support to be allocated to the child in the EHC. If the application is not successful and parents are not in agreement with the decision, then they have the right to appeal. There is a procedure in place to follow for this and parents are automatically informed of this in the letter which is sent out conveying the panel's decision.

4.6 In our school the Special Educational Needs Co-ordinator is Rachel Harmer (Deputy Head teacher).

The SENCO;

- Manages the day-to-day operation of the policy and ensures it is uploaded onto our school website.
- Tracks pupil data to ensure early identification and intervention through personalised Learning.
- Oversees the provision for and manages the responses to, children's special needs.
- Supports and advises colleagues.
- Oversees the records of all children with special educational needs.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special educational needs provision and reports to the governing body.
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contributes to the professional development of all staff.
- Leads annual reviews of all pupils with EHCs.

- Supports the class teachers with the writing of the School Support Plans and attends review meetings with the parents where appropriate.

5 The role of the governing body

5.1 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. Our SEND Governor is Dr Heather Smith.

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, as well as including any specific provision for children with EHC Plans.

6.2 The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents of an identified child, at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an on-going process.

7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of support.

Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; teachers differentiate work appropriately and use assessment to inform the next stage of learning.

8.3 School Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

8.5 We ensure that children have support in Basic Skills for Literacy and Numeracy

9 Partnership with parents and carers

9.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

9.2 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

10.1 The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENCO is involved in supporting teachers involved in drawing up School Support Plans for children. The SENCO and SLT hold regular meetings to review the work of the school in this area as part of their monitoring.

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