



'We Care, We Share, We Believe, We Achieve'

Special Educational Needs and Disability Policy

"All teachers are teachers of children with SEN"

Introduction

This policy is based on the Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015 and should be read alongside the School's teaching and learning, behaviour, medical, child protection, racial equality and equal opportunities policies.

This document has been written and developed in consultation with the Head Teacher, members of staff and the Governing Body of the School.

It is a working document, which reflects the ethos and practice within the School in relation to children with Special Educational Needs and Disability (SEND).

Aims of this policy

1. To comply with the Special Educational Needs and Disability regulations and to publish information as required by the legislation.
2. To communicate how the school will have regard to the **Special Educational Needs and Disability Code of Practice** when carrying out its duties towards all pupils with special educational needs and Disability.
3. To define special educational needs and disability and the school's provision for pupils with special educational needs and disability.
4. To inform parents how this school will ensure that the appropriate provision is made for any pupil who has SEND.

Childeric values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.

We value all the children in our school equally and we recognise the entitlement of each child to receive a broad and balanced curriculum. We are committed to making this accessible to all our pupils through differentiation and varied teaching styles, according to individual needs.

Aims

At Childeric we aim to provide a caring and mutually supportive environment within which we:

- Build upon the strengths of the child and develop effective ways of fully involving the child, where appropriate, in the whole process of supporting their needs.
- Foster a positive image for all children.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment.
- Ensure all children are successful learners at a pace appropriate to their abilities and stage of development.
- Ensure that effective channels of communication are developed and sustained so that all persons, in particular parents and carers, are aware of the implications of the child's needs and how they may be met/supported.
- Comply with the regulations set out in the code of practice, Disability Discrimination Act, United Nations Convention on the Rights of the Child and The Human Rights Act 1998.

Objectives

The school will ensure that:

- Every child has access to balanced and broadly based curriculum.
- Children are regularly assessed so that those with SEND are identified early.
- Children identified as having SEND are fully involved, where appropriate, in the discussion, setting and evaluation of targets and their own learning.
- Teachers and Teaching Assistants will have appropriate training and on-going support to enable them to provide for pupils for SEND in their classes.
- We develop and maintain partnership with parents, external agencies and the Local Authority (LA) in order to meet the needs of children with SEND.
- Staff and governors are aware of the school's SEND policy. The Policy is available to parents/carers on request.
- Pupils with SEND participate in the activities of the school alongside pupils who do not have SEND.
- The whole school continually work towards developing expertise in the use of inclusive teaching strategies and adapting the content of the school's curriculum appropriately.

Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO is a non-classed based post with time allocated to carry out the following duties:

- Overseeing the day to day implementation of the school's SEND policy.
- Liaising with and advising all members of staff and reporting on the SEND provision to the Head Teacher and Governing Body.
- Co-ordinating the development of provision for children with Special Needs and Disability and monitoring progress using assessment information.
- Maintaining the School's SEND register and overseeing the records of children with special needs and disabilities.
- Liaising with parents/carers of pupils with special needs and disabilities.
- Contributing to in-service training and liaising with the Deputy Head who has responsibility for Teaching Assistants.
- Liaising with external agencies including LA support, Educational Psychologist service, SpLD, ASD outreach service, EBD outreach service, Health, Social Services and voluntary bodies.
- To make good use of ICT to streamline the administrative elements of the role.

Admission Arrangements

All pupils are welcomed into the school and will be supported appropriately.

On entry to school all children receive a 6 week new arrivals' programme where attainments can be monitored and reviewed and the SENCO informed where appropriate.

We follow Lewisham's Council admissions procedure which is available on their website.

Definition of Special Educational Needs & Disability

Children have SEND if they have a **barrier to learning** that calls for **special education provision** to be made for them.

Categories of Need

Children will have needs and requirements which may fall into at least one of four areas. Many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account.

The areas of need are: -

1. **Communication and Interaction**
Speech Language and Communication Needs
Autism

2. Cognition and Learning

Specific Learning Difficulty (SpLD)

Moderate Learning Difficulty (MLD)

Severe Learning Difficulty (SLD)

Profound and Multiple Learning Difficulty (PMLD)

3. Social, Emotional and Mental Health

4. Sensory and/or physical impairment

Individual Education Plans

These are written plans that focus on three or four key individual targets and include what strategies or programmes will be used, when and how often. These plans are shared and discussed with the parents/carers at the parent consultation meeting. They are reviewed at least twice yearly and a decision is made as to whether the support needs to continue or be increased or that the intervention has been successful and the child no longer needs this level of targeted support.

Partnership with Parents

At Childeric we believe that parents and carers play an essential role in enabling all children, irrespective of whether their children have SEND to make progress, become successful learners, confident, self-assured and independent.

We recognise that children's learning is more effective if parents are fully involved. Parents will be informed directly if the school feels that their children would benefit from extra learning support. The class teacher and or SENCO will discuss the progress of individual children with SEND at the termly parents' meetings. If a parent is unable to attend, a copy of the IEP will be sent home.

A service called CLIPPS provides support and advice to parents of children with special educational needs. They may be contacted on 020 8698 2202.

The Governors

A member of the Governing Body has responsibility for the school's SEN procedures and provision.

Childeric School's Guidance for Special Educational Needs & Disabilities

A Graduated Response

Action	Who is involved	What is involved?	Next steps
Quality First Teaching and Differentiation	The class teacher provides quality first teaching and is responsible for ensuring that all pupils are able to access the curriculum and make progress.	The teacher plans an appropriate program of learning for the pupils to ensure success and progress is achieved.	If, following a period of time and after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, advice will be sought from the Senco, speech and language therapist, learning mentor, senior leaders as appropriate.
SEN Support	Appropriate interventions are identified and parents/carers informed. The child is placed on the SEN register at SEN Support and an IEP is drawn up.	Additional and/or different programs of learning activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. An IEP is written which is reviewed regularly.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
SEN Support Plus	The SENCO requests advice from an external agency. Any additional guidance given is included in the the child's IEP	The IEP is implemented using the strategies and additional/different resources suggested. The IEP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved may be invited to attend a Team Around the Child meeting.

Provision Mapping

This is the provision within the school. It is tailored to meet individual needs and would not necessarily be appropriate for every child.

All Children	<p>Quality First teaching</p> <p>Support to access the curriculum</p> <p>Lunchtime computer club (Year 3 and above)</p> <p>Sessions with a Learning Mentor</p> <p>Breakfast Club</p> <p>Small group work once a week with class teacher</p> <p>Small group work once a week with teaching assistant</p> <p>Screening Assessment by a Speech and Language Therapist</p> <p>A range of After School Clubs (Year 3 and above)</p> <p>A range of responsible jobs to do in the class and around the school including: recycling monitor, playground buddy, school council representative, young interpreters, buddy readers and Ambassadors</p> <p>Access to Time to Talk</p>
SEN Support	<p>As above and</p> <p>Timetabled access to a Learning Mentor</p> <p>Small group work with a class teaching assistant for up to 3 times a week</p> <p>One to one reading program with a class teaching assistant 3 times per week</p> <p>Reading once a week with a Reading Buddy.</p> <p>Assessed by SALT and specific targets set which are carried out by school staff.</p>
SEN Support Plus	<p>As above and</p> <p>Once a week small group work with Speech and Language Therapist and/or trained TA.</p> <p>Language for Thinking group work twice per week run by a trained Teaching Assistant.</p> <p>Once a week small group work/one to one with a Learning Mentor</p> <p>Once a week one to one support from an Outreach teacher</p> <p>Small group work with SENCO up to twice per week</p> <p>One to one reading with an SEN TA for 3 to 5 times per week</p> <p>One to one and or small group work on gross motor skills</p>
Children with Education, Health and Care Plans (EHCP)	<p>As above and</p> <p>Daily one to one and small group support from a Teaching Assistant</p> <p>Access to specialist teaching from SEN teacher</p> <p>Individual Learning Programme</p>

Agreed by Governors: November 2020

Review Date: November 2021