



Manor Primary School  
Special Educational Needs and  
Disability Policy



# Special Educational Needs and Disability Policy

## RATIONALE

All children learn at different rates. At some time during their school career most children will experience some degree of difficulty, but some will experience a significantly greater lack of progress. This difficulty may be temporary or longer term. It is estimated that some 20 per cent of the school population will have special educational needs at some time during their school career. (Code of Practice 2015)

Children may experience problems in gaining full access to the curriculum, resources and facilities of the school in one or a combination of this i.e. physical access, vision, hearing, motor skills, speech, independence, self-esteem, concentration, and will need the help of additional support.

We seek to meet the challenge of educational entitlement for all children to a broad, balanced and differentiated curriculum, which is relevant to their needs. By identifying and supporting children with learning difficulties in a variety of ways we hope to achieve this. We aim to enhance pupil's self-esteem, to recognise their achievements and to raise their educational expectations.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Code of Practice (2015) defines children with special educational needs as children who have learning difficulties or disabilities which calls for Special Educational Provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

A child must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.



## AIMS

Children may have special educational needs either throughout or at any time during their school career. Each child is entitled to the best available help to overcome their difficulties and be successful during their school career, regardless of ability, race, gender, or religion. Some difficulties may be short term and easily solved by such things as an eye test or a meeting with parents. Others may require structured teaching programmes where learning is broken down into small steps. Others may require the assistance of outside agencies, such as the support services, child psychologists, speech therapists or physiotherapists.

A child with Special Educational Needs should have their needs met, this need will normally be met in mainstream schools or settings. It is vital the views of the child should be sought and taken into account and parents have a vital role to play in supporting their Childs' education. Children with Special Educational Needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.

## OBJECTIVES

These aims will be achieved by

1. Ensuring the culture, practice, management and deployment of resources in the school or setting are designed to ensure all children's needs are met
2. Ensuring all children experience a learning environment, which is sensitive to their learning needs, learning at their own rate, but progressing along a continuum.
3. LEA's, schools and settings work together to ensure that any child's special educational needs are identified early
4. The wishes of the child concerned are taken into account in light of their age and understanding
5. Special Education professionals and parents work in partnership.
6. Special Education professionals should take into account the views of individual parents in respect of their child's particular needs
7. A four-part cycle, (based on the Code of Practice 2015) is used, to assess, plan, do and review to ensure an effective special educational provision is in place
8. Interventions for each child are reviewed regularly to assess their impact, the children's progress and the views of the child, their teacher and parents
9. There is close cooperation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues
10. LEA's make assessments in accordance with the prescribed time limits
11. Where an LEA determines a child's special educational needs, Education Health Care Plans are clear and detailed, made within the prescribed time limits, specifies monitoring arrangements and is reviewed annually.



12. Employment of Teaching Assistants (TA's) throughout the school who will work with the teacher to support a child or group of children who need learning support, this will be distributed according to pupil's needs
13. Make time for parents who may have concerns about their child and discuss their progress, on the SEND register. Appointments will be made with the SENCO and the Head teacher.
14. Work in partnership with the SEND Governor in order to keep parents, the LEA and remaining Governing Body informed of the needs and requirements of children with special educational needs.

## EDUCATIONAL INCLUSION

Children should be offered excellence and choice, whatever their ability or needs. Expectations of all children should be high and this can be achieved through the removal of barriers to learning and participation. Children with Special Educational Needs can be supported in being a valued part of our school community through appropriate curricular provision. They have different educational and behavioural needs and aspirations and require different strategies for learning. They acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences.

Teachers can respond to individual children needs by providing support for children who need help with communication, language and literacy and 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. Children can be supported in managing their behaviour and take part in learning effectively and safely. With support individuals can manage their emotions, particularly trauma or stress, and to take part in learning.

## THE ROLE OF THE GOVERNORS

The Governors, in cooperation of the head teacher determines the school's policy and approach towards the provision for children with Special Educational Needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The Board of Governors ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The Board of Governors has identified a director to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Head teacher. The head teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.



The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## PLANNING FOR CHILDREN WITH SEND

Children with special educational needs have learning difficulties that call for special provision to be made. It is vital that any child's special educational needs are identified early and teachers, special educational needs professionals and parents work in partnership to plan for these needs. Children have a key role to play in planning

When a child has been identified as having learning difficulties an appropriate curriculum and specialist targets can be set in place. A range of strategies that make full use of all available classroom and school resources can be used. This level of support is called SEN support. 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. The Special Educational Needs coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs, working in partnership with the child and their parents/carers and the staff in school

We will record the strategies used to support the child within an Individual Education Plan (IEP). This plan will include a one page profile which shares the child's thoughts and feelings, important information about them and their thoughts about how they would like to be supported. The plan will also show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate a high level of need, a request for an Education, Health and Care Plan will be made to the LEA. A range of written evidence about the child will support the request.

**It is the Role of the SENCO to:**



- Work alongside the Executive Head teacher/Head of School and Board of Governors, to lead the strategic development of the SEND policy and provision, the deployment of the school's designated SEN budget and other resources
- Have day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision to be made to support individual children with SEND, including those with statements and EHC plans;
- Provide professional guidance to colleagues
- Work closely with children, parents and other agencies to monitor pupils' progress and plan interventions where progress is slower than expected
- Acts as a key point of contact with external agencies and other support agencies, especially the local authority and its support services
- 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;

## IDENTIFICATION, ASSESSMENT *and* PROVISION

Early identification of children's Special Educational Needs is vital. The earlier action is taken the more responsive the child is likely to be, identifying needs at the earliest point and making effective provision improves long-term outcomes for the child or young person. Assessment is not a single event it is ongoing and continuous, regular assessment will support the identification of children who are making less than expected progress given their age and individual circumstances

Teachers are responsible and accountable for all the pupils in their class wherever and with whoever the children are working. The progress of children with special educational needs is monitored by the class teacher and SENCO and is in line with school practice through observation and assessments.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from a Special Educational Need



Using the assessments made the SENCO works closely with parents and teachers to plan an appropriate programme of support.

## ACCESS TO THE CURRICULUM

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 opportunities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning.

Individual Education 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. All children with SEN support, or an EHCP have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teaching assistants are employed to support small groups and individuals in English and Maths and across the curriculum to achieve the targets set on their individual education plans.

## PARTNERSHIP WITH PARENTS

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

There are 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.

## PUPIL PARTICIPATION – Pupil Centred planning

At Manor we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.



Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

## MONITORING AND EVALUATION

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

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named director with responsibility for special needs also hold termly meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

## REVIEW

The staff and Governors will review this policy annually.