

Scarning VC Primary School

SEN&D Policy

Adopted by FGB: 11.10.22

Review Date: September 2023

Healthy Schools

WEST NORWICH & DEREHAM SSP

International School Award 2009-2012

d4lc DRAMA FOR LEARNING AND CREATIVITY national school improvement initiative

Special Educational Needs and Disabilities (SEN&D) Policy

What is SEN&D?

According to the SEN Code of Practice (Updated May 2015), 'a child or young person has SEN 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.'

Overview

Scarning VC Primary Special Educational Needs and Disability Policy is based on the revised Code of Practice for Special Educational Needs and Disability (Sept 2014, updated May 2015). It aims to promote a consistency of approach to meeting children's Special Educational Needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Education Act 1996 and the Disability Equality Act 2010.

Scarning VC Primary is an inclusive school. We are keen to ensure that all pupils are given the opportunity to reach their full potential whatever their starting point or learning needs. As with all schools some students have difficulties with learning from time to time, but we do not see this as a barrier to their aspirations or achievement.

The purpose of this policy is to:

As a school we ensure that parents and carers are informed of the provision for students with SEN&D including assessment arrangements and the support available.

Partnership with Parents/Carers

At Scarning VC Primary we work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We believe that the relationship between Scarning VC Primary and its parents/carers is a partnership which involves a two-way process. Scarning VC Primary provides an open door policy where parents/carers are encouraged to contact the school whenever they have a concern and a convenient time will be made for them to visit the school to discuss the matter further. We recognise and value the input of the family and believe that this has a crucial bearing on a student's educational progress and on the effectiveness of any action the school may take. By working with parents/carers we aim to provide the best opportunities for our students in a nurturing and safe environment where they feel listened to and respected.

We aim to ensure that parents/carers of children at Scarning Primary are open and confident in working in partnership with us and with other professionals and we aim to ensure that we support parents/carers in this process.

Responsibility

Overall responsibility for SEN&D lies with the Head Teacher, Mr Nick King.

Day to day responsibility for the management lies with the SENCO, Erika Simpson.

It is the responsibility of class teachers and subject leaders to ensure that relevant, appropriate and adapted teaching methods and resources are in place to support students with SEN&D.

Identification and Assessment of special educational needs

To enable children to make progress we will ensure that inclusive strategies are used to secure access to high quality first teaching.

We will do this by:

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment

Teaching is regularly monitored by management to ensure that high quality teaching is present and the SENCo ensures that all SEN&D children are catered for within the classes.

The school is committed to the early identification of special educational need and we will plan additional or different forms of action to supplement the inclusive teaching available to all children.

This action falls between four broad bands:

- Grouping for teaching purposes
- Planned interventions
- Additional human resources
- Curriculum and teaching methods

A graduated response is adopted in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements including:

- Assess, plan, do, review
- Subject tracking,
- Pupil progress meetings
- Formal and informal assessment.

The school uses a six stage model to respond to children's special educational needs:

- **Stage 1**: the class teacher identifies and consults with the SENCO, if the evidence suggests that the learner is not making expected progress over a period of time
- **Stage 2**: in consultation with the parents and the pupil a PSP (Pupil Support Plan) is created PSP's are reviewed 3 times a year
- **Stage 3**: the SENCO and class teacher gather information and plan the provision and intervention in school.
- **Stage 4**: the teacher and SENCO are supported by outside agency involvement
- **Stage 5**: the LA considers the need for statutory assessment
- **Stage 6**: the LA may issue a formal Education, Health and Care Plan.

Scarning Primary works very closely with the Dereham Cluster of schools, which has commissioned outside agencies to support the schools, the pupils and parents when SEND has been identified and there continues to be limited progress.

For 2022 / 2023 the cluster has commissioned the services of…

- Educational Psychologist
- ALST

Provided by

The Child and Educational Psychology Practice (CEPP)

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school. The SENCO is involved in supporting teachers involved in drawing up Personal Support Plans for children.

The Pastoral team (including the Head teacher, SENCO, ELSA, Inclusion Lead, SRE Lead and SEND Governor hold half termly meetings to discuss children, need and provision.

Resources

Staff are deployed to maximise the support for Education Health Care students and those on the SEN&D register. Teaching Assistants are used to run effective, time limited and personalised programmes of support for both individual students and groups. These are regularly reviewed in Pupil progress meetings and analysed to ensure all interventions are appropriate in meeting the needs of students. The Senior Management Team manages and deploys resources in the most effective way within the SEN&D budget.

Training and Development

In school, all teaching staff and classroom assistants have experience in working with and planning for children with a variety of special needs and receive appropriate training.

The Staff, SENCo and SEND Governor are committed to continued training and development and therefore wish to attend appropriate SEND meetings and courses. All applications will be seriously considered in the light of resources available. We will continue to work on 'in-house' matters as required.

STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- SEN Code of Practice DfE (June 2014, Updated May 2015)
- Working Together to Safeguard Children DfE (July 2018)
- Keeping Children Safe in Education DfE (2022)
- Mental Health and Behaviour in Schools DfE (November 2018)
- The Children and Families Act 2014
- Equality Act 2010


Healthy Schools

WEST NORWICH
& DEREHAM SSP

International
School Award
2009-2012

d4lc
DRAMA FOR LEARNING AND CREATIVITY
national school improvement initiative