

Special Educational Needs and Disability Policy Homefield Primary School

The aims of the Policy

To raise achievement by ensuring that pupils with Special Educational Needs and Disability ("SEND") enjoy their education and achieve their full potential.

To guarantee full inclusion for pupils with SEND by ensuring they can access a broad, balanced and differentiated curriculum so that they can fulfil their potential and enhance their self-esteem.

To enable pupils with SEND to access extra-curricular activities and develop as valuable members of the community.

To offer appropriate forms of support by the most effective use of staffing and resources.

To ensure that, in accordance with the Equalities Act (2010), all students, regardless of disability, have the right to equal educational opportunities.

To ensure that SEND students are safe at school.

2. Context

2.1. This SEND policy details how Homefield School will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to teach them. Staff will be trained to identify and provide for pupils who have special educational needs in order to allow them to access the full range of activities, so far as is reasonably practical and compatible with the efficient education and safety of the children.

2.2. The staff of Homefield will have regard to the Special Educational Needs Code of Practice 2014 when carrying out their duties toward pupils with special educational needs and disabilities, and will ensure that parents will be fully involved in discussions and decisions regarding their child. Parents will be notified if SEND provision is considered necessary for their child. Homefield School recognises that partnership with parents is important in enabling children and young people with SEND to achieve their potential and that parents have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of children with special educational needs will therefore be treated as partners and supported to play an active and valued role in their child's education.

2.3. The staff of Homefield School also recognise that children with special educational needs often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and, when relevant, the transition processes in their final year at Homefield.

3. Objective

The staff of Homefield School will support the aims of the policy by:

identifying and assessing pupils with SEND through liaison with primary/other schools or internal assessment, and using a graduated approach based on an "assess, plan, do and review" model;

ensuring that class teachers, supported by the SEND Coordinator take responsibility for all pupils in their care who have SEND;

involving parents and other staff in the identification, assessment and delivery of SEND and promoting liaison between all agencies concerned;

ensuring all staff are confident to identify and support pupils with SEND with training provided where necessary;

devising a structure for setting, implementing, monitoring and reviewing

Pupil targets (presented as a 'Learning Ladder');

the SENCO ensuring that our pupils' special educational needs are known to other schools to which they may transfer;

encouraging pupils to develop independent learning through care for themselves and others;

class teachers, together with the SENCO identifying underachievement related to learning needs or disability and implementing appropriate intervention strategies.

4. Definition of Special Educational Needs

4.1. Pupils have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

4.2. Students have a learning difficulty if they:

have a significantly greater difficulty in learning than the majority of children of the same age;

have a disability that prevents or 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 education authority.

4.3. The SENCO will place students on the SEND register - under the care and guidance of class teachers and parents - if they have a learning difficulty or disability and require additional intervention at some time during the academic year.

Additional intervention can be in the form of any intervention that will allow pupils to improve their knowledge, skills and understanding that could not be achieved through normal teaching approaches.

4.4. Pupils will 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.

5. Roles & Responsibilities

5.1. The roles and responsibilities of the staff at Homefield with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines.

5.2. Leadership Team

The Head teacher oversees the allocation of funding provision for SEND staff and teaching assistants ("TAs") through the school's budget.

The Head teacher sets targets for the SENCO through Performance Management.

5.3. SENCO

Co-ordinates, with support from the Leadership Team, SEND provision.

Makes efficient use of resources for students with SEND.

Signposts relevant training opportunities to all staff working with children who have SEND.

Disseminates SEND information to staff from Cluster working practices and current legislation.

Supports the class teachers in assessing and co-ordinating provision for children with SEND through SEN Support and Education Health Care Plans.

Liaises with class teachers, the Leadership Team and outside agencies.

Contributes to INSET for colleagues.

Monitors and records data relating to pupils with SEND in conjunction with the assessment co-ordinator and class teachers.

Liaises with other schools particularly through Cluster work.

Alongside class teachers, liaises with parents of children with SEND where required.

Co-ordinates and manage systems of support.

Maintains the SEND register.

Supports the class teachers in delivering the intervention for SEND students.

Meets with the Link Governor, at least termly, in order to give the Governing Body an understanding of the developments and issues related to SEND.

Preparation of the SEND Information Report which will be published on the school website annually.

5.4. Teaching Staff

- Provide all pupils with quality first teaching including differentiated work by devising strategies and identifying appropriate methods of access to the curriculum for all.
- Work with pupils and provide help on a daily basis.
- Plan, deliver and monitor Learning Ladders for pupils with SEND who are on the SEND register.
- Plan and integrate additional support in lessons with teachers and teaching assistants.

5.6. Teaching Assistants

- Undertake duties as defined by their job description including the planning and delivery of intervention groups.

5.7. The Governing Body

- Must be aware of their statutory duties (eg to use their best endeavours to secure SEND provision for relevant pupils).

Provide a nominated Link Governor who should be pro-active in seeking out information about developments and issues related to SEND students.

Report annually on the effectiveness of the school's work with pupils who have special educational needs.

5.8. SEND Information Report

The SENCO will prepare a SEND information report. This must include:

- details of the school's SEND policy;
- the admission arrangements for disabled pupils;
- the steps taken by the school to prevent disabled pupils being treated less favourably;
- the facilities provided to assist access for disabled pupils;
- the school's accessibility plan prepared by the governing body.

Ratified by the Governors on: _____

Signed: _____

Signed: _____

Review Date: _____