

POLICY for SPECIAL EDUCATIONAL NEEDS and DISABILITY

Compliance

This policy explains how St Mark's CE Primary School makes provision for pupils with SEND in line with the school ethos and current legislative requirements. It complies with the statutory requirement laid out in the SEND Code of practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report regulations (2014)
- 2014 Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created and co-produced by the school's SENDCo with the SEN&D Governors in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND in the spirit of current reform.

This policy outlines: aims and objectives, roles and responsibilities, educational inclusion, early identification, working with parents and outside agencies, assessment and provision.

All children attending St Mark's Primary School have equal rights to the opportunities offered by an excellent education.

Aims and Objectives

- To establish high standards of education for children with additional needs
- To ensure children with additional needs are fully included in school and community life.
- To encourage children with additional needs to make decisions and choices about their education.
- To identify early those pupils with additional needs.
- To involve and communicate with parents, carers and outside agencies to provide effective support for children with additional needs.

Roles and Responsibilities

The provision for pupils with additional needs is the responsibility of all members of staff and a matter for the school as a whole.

- The co-ordinator responsible for Special Educational Needs and Disabilities and for Gifted and Talented children is Elspeth Mukerji.
- The named governor for Special Educational Needs and Disabilities is Di Outhwaite.
- There will be an annual report to Governors on the outcome of provision for additional needs which is available to parents and a review of the Special Educational Needs and Disability needs policy.
- The governing body, in agreement with the Local Authority, has admissions criteria which do not discriminate against pupils with additional needs. For further information see our [Admissions Policy](#)

Definition of Special Educational Need

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Definition of Disability

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

Areas of Special Educational Need

1. **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. **Cognition and Learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. **Social, mental and emotional health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

SEN Code of Practice 2014

While it is recognised that some areas of need impact more greatly on the learning of others school aims to give all areas listed above equal weighting when addressing pupils' needs.

Educational Inclusion

At St Mark's we respect the fact that all pupils are individuals and as such have different educational and behavioural needs, require different strategies for learning, learn at different rates and require a range of teaching strategies and experiences. For further information see our [Teaching and Learning Policy](#)

In order to facilitate their learning children will have equal access to a broad, balanced and differentiated curriculum. The majority of pupils will have their needs met through classroom organisation, quality teaching and appropriate differentiation. This may include support at

- School Support when an Individual Pupil Plan outlines areas for support and progress and/or when other agencies are involved in support.
- Education Health Care Plan as outlined in the Special Educational Needs Code of Practice.

Working with Parents

The work of the school is much more effective when parents are involved. Staff are open and responsive to expressions of concern by parents. Parents' wishes, feelings and perspectives on their child's development will be taken into account at all times.

St Mark's Primary School recognises that parents:

- have unique knowledge and experience to contribute to the shared view of their child's needs.
- have the right to be consulted at each stage of their child's assessment.
- should be informed with plenty of notice about meetings with outside agencies that affect their child's support in the school.

St Mark's Primary School will inform parents immediately if they identify that their child has additional needs. Parents will be given information about the purpose of any intervention. Regular updates about their child's progress will be provided by the school both formally, at parent's evenings which are held twice a year, and through regular Individual Pupil Plan (IPP) meetings and informally by the staff. We acknowledge that partnership with parents is essential. It is vital in allowing children with additional needs to achieve their potential. In some cases the use of a home/school book may facilitate regular communication.

Where a parent also has a disability or special need that is made known to the school we will support them in whatever way is most appropriate to access information or be present meetings.

Early Identification

As part of the close work with parents, outside agencies and feeder nurseries, we work together to identify any additional need as soon as possible. This may be in the form of observations, discussions with parents and sometimes the use of relevant assessment tools.

The importance of early identification, assessment and provision for any child with additional needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be. If the child's needs prove less responsive to the provision made by the school then an early start can be made in considering the additional support a child may need.

Assessment and Provision

St Mark's Primary School is aware that children entering reception or transferring from another school may have unidentified additional needs. All teachers are teachers of children with additional educational needs and as such the assessment and identification of any extra requirement for provision will initially be the responsibility of the class teacher. Provision for children with additional educational needs is a matter for the school as a whole and will include the involvement of the governing body, the head teacher, the SENDCo and all other members of staff.

As a school we will:

- use information from the child's previous educational experience to provide a starting points for the development of an appropriate curriculum for the child.
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- celebrate the child's attainment and successes.
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences.
- use the outcomes of such assessment to form the basis for planning the next steps of the child's learning.
- involve parents in developing and implementing a joint learning approach at home and in school (Individual Pupil Plan Reviews, Annual Reviews, parents' evenings, home/ school books, day to day contact with parents).

Working with other providers of support

At St Mark's we are committed to working closely with all agencies and individuals involved in the support of children with additional needs. We acknowledge that schools play a key role in the integration of the services involved with children and as such aim to provide 'seamless' support by communicating closely with other agencies and parents.

We recognise the importance of seeking expert advice from other educational specialists, educational psychologists, healthcare professionals, social care and any other agencies involved in the support of its' children. We aim to work closely with them at all stages of assessment and liaise to provide the best standard of care and support for pupils.

April 2016
to be reviewed by April 2017