

St. Peter's Church of England Primary School

Special Educational Needs and Disabilities Policy

Rationale

'Expecting the best from all for all' sums up the ethos of our school and we strive to achieve this for all the children in our care. Inclusion of all children in terms of curriculum access and having full opportunity to attend clubs and have access to services is at the heart of all our work. This document has considered the need to prioritise speech, language and communication needs for children with SEND. Consequently the views of parents have been considered and included.

Aims

- Early identification of children with SEND is key to a child's success
- Equal opportunities to enable children with SEND to access curriculum and enrichment activities
- Children with SEND should develop into independent and confident learners, who are able to express their views and be fully involved in their learning.
- Parents are fully informed of their child's SEND and are encouraged to become partners in their learning
- School encourages regular and effective communication between home and school.

Roles and Responsibilities

Identification and provision for pupils with special educational needs and disabilities is the responsibility of the class teacher. The management of SEND and the deployment of the TAs is the responsibility of Miss Hardman (Inclusion Officer) and Miss Marney (SENCo). Training needs are identified and where possible INSET is provided by school staff, such as our in house SALT and SENCo.

Admissions

The governing body has agreed with the LA admissions criteria, which does not discriminate against pupils with special educational needs and disabilities and adheres to the guidance given in the Code of Practice. Therefore the admission arrangements for children with SEND are the same as for other children. We provide support and guidance for those children with medical needs and make any necessary adaptations to our school building. We have an accessible ramp that is used for wheel chair users.

Provision

The school is fortunate and unique in being able to employ our own Speech and Language Therapist (SALT), Mrs Allen, on a 2 day a week basis. Mrs Allen supports children with Speech, Language and Communication needs (SLC) and works in an advisory role with all the staff, including providing INSET. Teaching Assistants are also deployed to do this work.

We have a Learning Mentor, Mrs Dawson who supports children with emotional and behavioural needs as well as chairing CAF, TAC and CIN meetings with families and outside agencies. She also supports the writing of Health care plans for those children with medical needs.

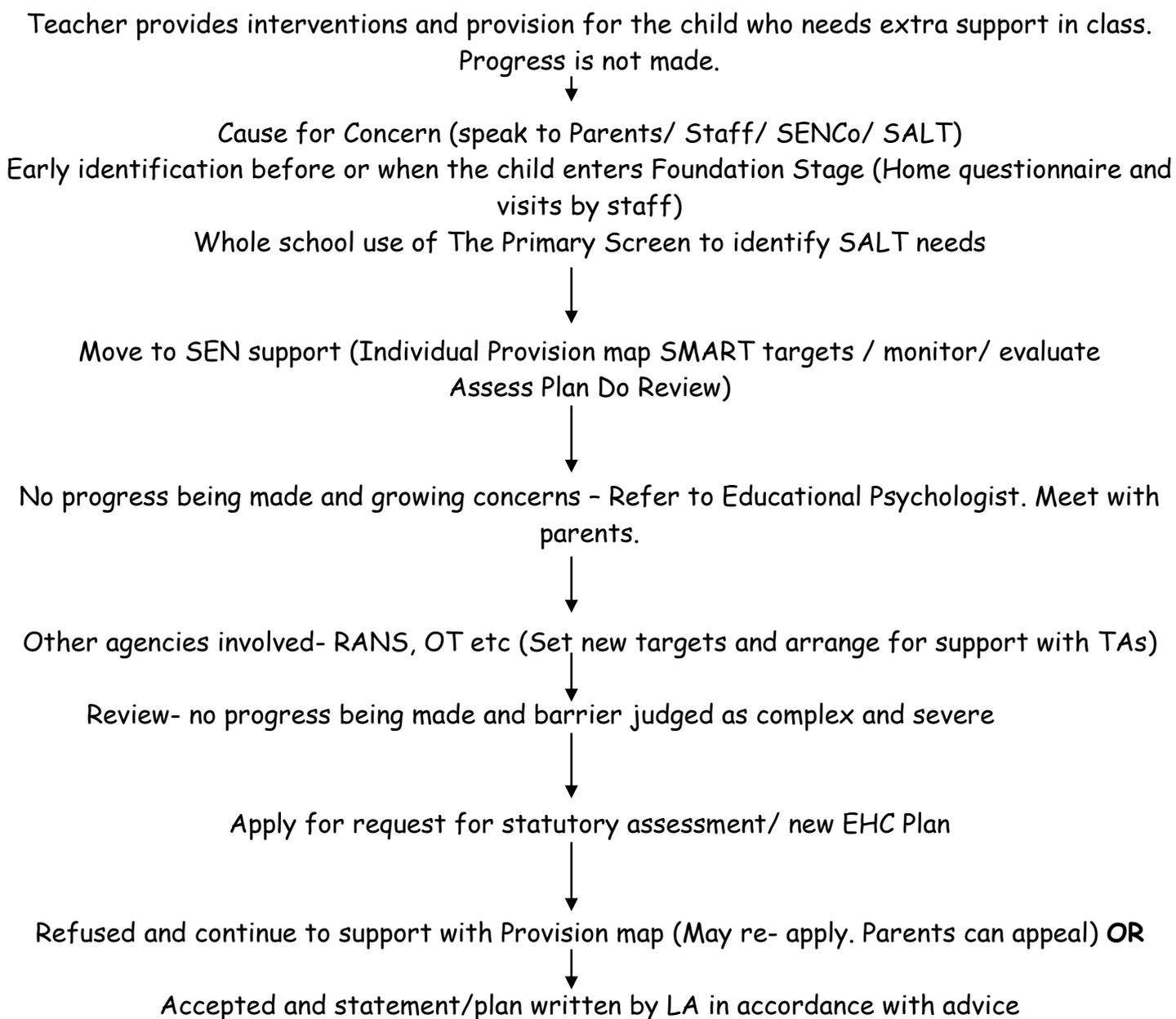
Resources

Staff have access to resources in the Inclusion room. Any other requirements are specific to children with SEND and requests will be at the discretion of the SENCo.

Procedures for Identification, Assessment and Review

Children will be identified as having SEND when their needs cannot be met through Quality First Teaching or Intervention Strategies which are listed and identified on Intervention Maps. Continual assessment and monitoring will be the responsibility of the class teacher in discussion with the SENCo. Parents will be informed at each stage; from a cause for concern to removal from the SEND Register or to receiving a statement of special educational need.

Refer to flowchart below for procedures:



Provision maps will be reviewed termly, by the teachers working with the TAs. Parents will be informed of new targets and this will be discussed at Parents Evenings or separate target meetings. Separate meetings will be held with SALT and Annual Reviews held for children with a statement. Interpreters are invited to support parents for whom English is a second language.

Staffing

Teachers will work closely with the assigned SEND Teaching Assistant for the Year Group or individual child. This will involve target setting and evaluating, plus the day to day planning of strategies and activities.

The SEND Team includes staff working in Foundation Stage, Key Stage 1 and Key Stage 2. Mrs Baleem works in the afternoons with specific children needing both occupational and speech therapy under the guidance of our in house SALT.

N. Marney SENCo