

Chewton Mendip C.E.V.A. Primary School

Special Educational Needs and Disability Policy

The school's SEND policy provides the vision, values and broader aims of our SEND arrangements.

Aim

Chewton Mendip School aims to meet the needs of **all** children. Every pupil with special educational needs and disability has an entitlement to fulfil his or her optimum potential and to be provided with access all areas of the curriculum.

School Ethos

We recognise that at any time some of our pupils may have special educational needs. These may be long or short term and may be at any stage in their school career. No matter what the nature of these needs we will ensure that the children are given the support necessary to enable them to have access to all areas of school life.

The coordination of provision for pupils with SEND

The school's Local Offer outlines the provision and processes involved in supporting children with SEND under the following subheadings:

- Identification – How do you know if a child needs extra help?
- Provision - how will school support my child?
- Assessment –how will I know how my child is doing?

It is available from the school website and can be requested from the SENCO via the school office.

Access to the curriculum

All teachers are teachers of children with Special Educational Needs and Disability (now referred to as SEND) and provide teaching which is inclusive. There is a whole school approach to children with SEND in which the teaching and learning, achievements, attitudes and well-being of every child matters.

At the heart of the work in every class is a continuous cycle of assessing, planning, teaching and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements and through the delivery of Quality First Teaching.

Roles and Responsibilities

Class Teacher responsibilities:

- All teachers are responsible for all learners.
- It is their duty to deliver quality first teaching that meets the needs of all the pupils in their care.
- They must use a graduation approach to continuously adjust their teaching to enable good progress for each individual learner.
- Teachers must continuously monitor the quality and effectiveness of all intervention work carried out by other adults with the children in their class.
- Teachers must monitor progress and plan appropriate strategies to enable all learners to access the curriculum using the Continuum of Provision and Assessment documents for all four areas of need.
- Teachers must meet with parents of children with SEND 3 times a year to review successes and plan next steps together.

SENCO responsibilities:

- overseeing day- to-day operations of the school's special needs policy
- co-ordinating provision for children with special needs
- liaising with and advising fellow teachers.
- managing funded TAs
- overseeing the records of children with special needs
- liaising with parents of children with special needs
- contributing to the in-service training of staff
- Liaising with external agencies including the LEA 's support and educational psychology services, health and social services and voluntary bodies.
- Putting together High Needs Funding applications.

SEN Governor and Governing body responsibilities:

- Monitor the school's SEN policy and ensure that parents have confidence in this provision.
- liaise with the SENCO
- Submit reports to the governing body on provision and not on named individuals.
- Provide the link between the governing body and the school in relation to pupils with SEN.
- To help raise awareness of SEN issues at governing body meetings and give up-to-date information on SEN provision within the school.
- The governing body should make every effort to see that the necessary special arrangements are made for any pupil who has SEN by setting up appropriate staffing and funding arrangements and overseeing the school's work.
- The governing body should ensure that those children take part in the everyday activities of the school. The role of a Special Educational Needs governor is about doing the best to make sure pupils with SEN get the help they need to access the curriculum and to participate fully in the life of the school.

The SENCO is Jess Burgess.

The SEN Governor is Liz Shuttleworth.

Staff Training

Staff have access to in house and external training opportunities. The suitability of the training is identified by the SENCO and Head Teacher, and reflects the needs of the pupils in school.

Pre-School Liaison and Transfer Procedures

Children may have been identified as having a special need before they start school. If this is the case the head teacher, SENCO (Special Needs Co-ordinator) and the child's teacher should: -

- Use information arising from the child's previous educational experience to provide 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 class.
- Use the Early Years Foundation Stage Profile to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and that the outcomes of these assessments 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.

When a child moves to a new school at any time the school is required to transfer primary records within 15 days of the child ceasing to be registered at the school.

Complaints procedure

If parents are concerned about provision for their child they should discuss it with the class teacher in the first instance. Details of the formal complaints procedure are available from the head teacher or school website.

**J Burgess,
SENCO**

Written: May 2015.

Reviewed: September 2016

Approved by Governors:

To be reviewed: September 2017