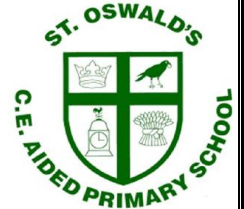




St Oswald's CE (Aided) Primary School

WHOLE SCHOOL SEND POLICY



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (INCLUSION) POLICY

1. Introduction

- 1.1. The Government's education policy is focused on helping all children reach their full potential. At St. Oswald's we are committed to providing equality of opportunity and high achievement for all pupils.
- 1.2. We follow the guidelines in the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2014) which sets out a framework for effective school-based support with strong partnerships between parents, schools, LA's, health and social services and voluntary organisations which we acknowledge as being crucial to the success of participation and learning.

2. Objectives

- 2.1 St Oswald's has an inclusive ethos and all children will be given appropriate support and learning strategies.
- 2.2 The school sees the education of children with special educational needs and disabilities as a continuous process. Our aim is to give direction and purpose to every stage and therefore to the process as a whole. It is the school's responsibility to plan and deliver a broad, balanced curriculum to all children, differentiated according to their needs, and we will ensure that individual programmes of work are prepared to meet those needs.
- 2.3 All children are encouraged to be involved with interest and commitment in their own learning. The school's policy is crucial in creating an atmosphere where the children are able to achieve their full potential. The children will be involved in the immediate goals of their learning, will express opinions and solutions and make decisions.
- 2.4 All children are expected to develop basic skills and make progression within the National Curriculum.
- 2.5 All children will make progress against the objectives specified in the National Frameworks.
- 2.6 The school's policy is committed to early assessment of children's needs which then leads to early intervention.
- 2.7 The school is an environment where all children feel happy, secure and confident.
- 2.8 The school is open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

3 Basic Information

Special Educational Needs and Disabilities Co-ordinator:
Mr D Wallace

Governor with responsibility for Special Needs:
Mrs Bec Tootell

- 3.1 Admission arrangements for children with special educational needs who have no statement are in line with the LA and the school's Admission Policy which holds no discrimination.
- 3.2 At present, the school offers no SEND specialism or special unit.
- 3.3 There is full access to the school building for disabled persons with designated parking area.
- 3.4 Resources are housed in the SEND cupboard and distributed around classrooms.
- 3.5 Children with impaired hearing can be seated on carpeted areas around the school.

4 Identification, Assessment and Record Keeping

- 4.1 On entering school all children are assessed to establish a baseline or profile. This will be updated at the end of the year when the EYFS is introduced. Throughout each Key Stage children are both formally and informally assessed and screened to identify their needs. This forms part of our framework for considering a child's achievements and progress.
- 4.2 Staff will identify children where there is concern about their educational progress and will carry out the school based stages of the assessment process. Children with Special Educational Needs or Disabilities will be provided for, and monitored within, available resources.
- 4.3 As a school we follow the requirement to maintain continuous records of all children identified as having SEND including those for whom a EHC plan is maintained. At present we continue to use the Child Profile paperwork. This is used to assess, help and monitor children whose school progress gives initial concern and to ensure that everything is done to meet their SEND. This is reviewed three times a year.

5 Entitlement

- 5.1 The school ensures that children with Special Educational Needs and Disabilities have full access to the National Curriculum with programmes of study planned to meet their individual needs, whether they be learning difficulties or exceptional learning capabilities. This will be achieved by:-
 - Keeping class sizes to a minimum.
 - Use of available support teaching time.
 - Different teaching methods and approaches.
 - Use of different materials.
 - Modification of existing curricular materials.
 - Extending time to reach attainment levels.
 - The implementation of an Individual Education Plan (IEP).

6 Implementation

- 6.1 Direct teaching to individuals or groups of children with SEND will be carried out by the Class Teacher on a weekly basis and supported by the SENDCO and/or extra support teaching assistant time.

7 Liaison and Development

- 7.1 The school fosters open, positive and regular contact with parents in order to explain what the school is doing and to exchange views on the success or otherwise of the policy in relation to their children. Parents are fully informed when initial concerns are raised and are encouraged to be fully involved in their child's educational progress.
- 7.2 Parents are involved in the children's Individual Education Programmes and their reviews.
- 7.3 Parents are made aware of the LA Parent Partnership Service.
- 7.4 The SENDCO will attend relevant INSET, SEND Consultation meetings, SEND Cluster meetings and then will keep the school staff abreast of changes and appropriateness of SEND provision.
- 7.5 The school has a named Governor who takes responsibility for SEND, who works alongside the SENDCO and reports back to the Governing Body.
- 7.6 The school uses the Authority's Psychological Service and other outside agencies for advice on entries to the SENCAR register, annual reviews and specialist consultations.
- 7.7 External services e.g. Health Service, Social Services and Educational Welfare are contacted if and when the need arises for professional expertise.

Our whole school policy on SEND means that teaching and non-teaching staff accept that the learning experiences of all the children are the shared responsibility of the staff. Special educational needs and disabilities are the concern of everyone.

Within this school all children have the right to learn together. Our commitment and support will ensure this.

8 Supplementary Information

This Policy was updated by D Wallace in November 2014.

It was adopted by the Governing Body on

Signed

Name

The Policy will be reviewed in line with the Strategic School Development Plan.