

All Saints' CE Primary School



Special Educational Needs and Disability (SEND) Policy

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Revised:

Review date:

Author: L King (SENDCo)



All Saints' CE Primary School, SEND Policy

At All Saints CE Primary School, we welcome everybody into our community. We believe that our community should reflect God's wish that every child is welcomed and should be provided with the opportunity to achieve his or her full potential.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the needs of the child.

What do we aim to do?

To create a safe environment that provides a child centred package of education, health and social care, to meet their needs.

To ensure that the special educational needs of children are identified as early as possible, through the graduated approach. (Assess, plan, do, review)

To keep families involved in the on-going assessment and provision of their child.

To identify the roles and responsibilities of staff in providing for children's special educational needs.

To enable all pupils through their package full access to all elements of the school curriculum unless stated within their Education, health, care plan.

Curriculum

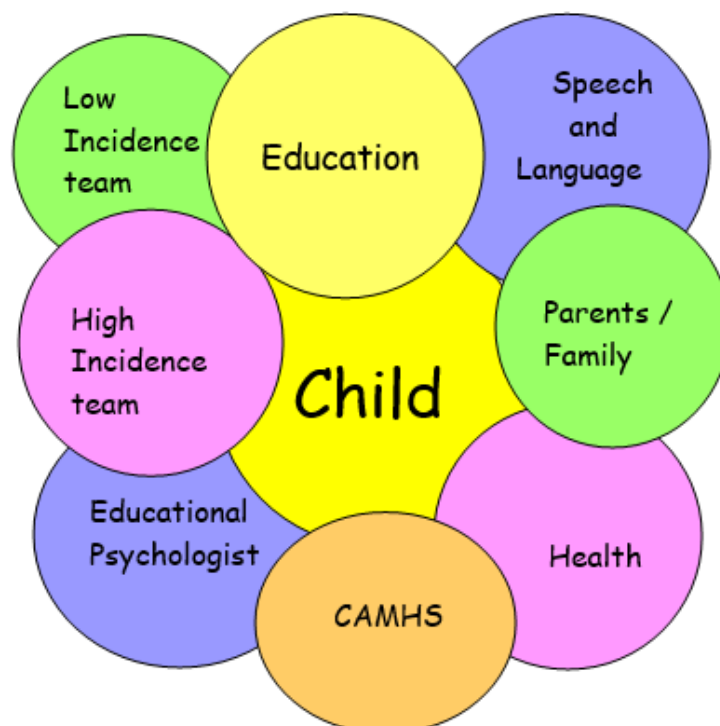
Through appropriate curriculum provision, we respect pupil's different needs and aspirations require a wide range of strategies for learning.

"All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility." SEND Code of Practice.

Teachers respond to children's needs by;

- providing relevant support where needed in class and the wider school environment.
- helping individuals to manage their emotions, particularly in times of trauma or stress, to enable them to access the learning environment successfully.
- planning to develop children's understanding through the use of all available resources.
- planning pupil's individual package for full participation in the school community.

Special Educational Needs at All Saints'. See our Local School Offer. (Appendix A)





All Saints' CE Primary School, SEND Policy

Keeping children safe in Education 2018:

At All Saints we are aware that behaviours, moods and injuries may relate to possible abuse and not just linked to pupil's SEND. We consider these issues and offer extra pastoral support with our pastoral worker. (See current Safe guarding/Child protection policy)

Definition of special educational needs.

"Children have special education needs if they have a learning difficulty that calls for special educational provision to be made for them."

The Role of the Special Educational Needs Co-ordinator (SENDCo)

The Special Educational Needs Co-ordinator will:

- oversee the day-to-day operation of the schools SEND Policy,
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues,
- maintains the school's SEND register,
- liaising with, advising and contributing to the in-service training of all staff,
- liaising with the relevant designated teacher where a Looked After Child or Post Looked After Child has special education needs,
- advising on the graduated approach to providing support,
- ensuring all records of special educational needs pupils are kept upto date,
- liaising with parents of children with special educational needs,
- manages and completes all documentation required by outside agencies and the local authority,
- liaising with and being a key point of contact for pre-schools and outside agencies,
- monitors and evaluates the special educational needs provision and liaises with the SEND governor who reports to the governing body, ensuring school meets responsibilities of the Children's and Families Bill, (2013) the updated Keeping children safe in education document for schools, (2018) and the Equality act (2010).

The Role of the Governing Body

The Governing Body shall appoint a suitably qualified and experienced teacher who has the additional responsibility of Special Educational Needs Co-Ordinator (SENDCo).

The position of SENDCo shall carry with it entitlement to a Teaching & Learning Responsibility Point at Level 2 (TLR2), a place in the Senior Management Team and time allocation for the carrying out of duties as per the job description. The appointment of the SENDCo will be the responsibility of the Pupil Support Committee under the guidance of the Headteacher and with reference to Finance and Premises Committee.

The governing body will do its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are made aware of the importance of providing for these children.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The SENDCo will be named in the school prospectus and the School Profile, so that the parents can know whom to approach with general questions about Special Needs provision. The current SENDCo is Miss L King.

The Governors will appoint a member of the body to oversee Special Educational Needs (currently Mrs Carol Stewart).



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Complaints

These are likely to be voiced in the first instance in the normal day to day meeting with class teachers. Complaints about Special Needs provision should be dealt with in accordance with procedures laid out in the School Complaints Policy.