

# EMMAUS



## Catholic and Church of England Primary School: A Voluntary Academy

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY

#### Current Legislation:

A new law called the Children and Families ACT, which came into force in September 2014, is changing the way in which children and young people with special educational needs and disabilities (SEND) receive support.

The new legislation is accompanied by a new SEND Code of Practice. This Code tells schools, nurseries, colleges, local authorities, health and social care providers how to interpret the law.

Old System	New System
Statements of SEN	EHC Plans
Learning Difficulty Assessment	
School Action	SEN Support
School Action Plus	
Early Years Action	
Early Years Action Plus	

#### Emmaus' response to the Children and Families Act:

Emmaus Primary School has adopted a Graduated Approach to SEN Support. At school we are continually revising and refining our SEND provision as we gain a deeper understanding of the pupil's needs and the approaches that work best for him/her.

A pupil is placed on SEN Support at Emmaus Primary School if they have a learning difficulty or disability which means that they need provision that is different from, or additional to, what is normally available to learners of the same

age. Children at Emmaus Primary School do not need a formal diagnosis to be placed on our SEN Support Register.

At Emmaus Primary School we now meet with parents of pupils with SEND three times a year (once a term) to review progress. These meetings are led by the class teacher and the SENCO. Parents are provided with a written summary of the outcomes, actions and support agreed at the meeting.

The school involves external specialists, for example, Educational Psychologists, Speech and Language Therapists at any point throughout the school year. Parents are always involved in the decision to involve a specialist and they receive written information about the outcome. If a pupil continues to make less than expected progress, even though the school has been doing all it can to understand their needs and provide the right kind of support, then the parents or the school will request an EHC (Educational Healthcare) needs assessment.

### **Purpose:**

At Emmaus Catholic and Church of England Primary School, we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Pupils with Special Educational Needs and Disabilities (SEND) may require help throughout their time in school, while others may need extra support for a short period to help them overcome more temporary needs. Emmaus School aims to provide all pupils and staff with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review pupils' progress and needs
- celebrate achievements however small
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- Ensure that the views of the children are taken into account as part of our shared responsibility

## **Roles and responsibilities of Headteacher, Teaching Staff, Governors:**

Provision for children with special educational needs or disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class in line with 'Quality First Teaching', and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy are monitored and reported to governors.

The **Governing body** must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs
- they have regard to the requirements of the *SEN Code of Practice (2001)*
- parents are notified and consulted if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- they, and the school as a whole, are involved in the development and monitoring of this policy and review it regularly.
- SEND provision is an integral part of the school development plan
- the quality of SEND provision is regularly monitored.
- Parents are made and kept aware of the implementation of this policy

The **Special Educational Needs Co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for pupils with SEND
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- supporting class teachers in devising strategies, drawing up Individual Education Plans or One-Page Pupil profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- monitoring and reviewing the progress of SEND pupils using the school's tracking system.
- contributing to the in-service training of staff
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- attending and arranging reviews for SEN pupils.

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

**Teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment so that sufficient time can be allocated.

In the event of a formal complaint parents are advised to contact the Head teacher or a Governor if they prefer.

### **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through:

- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data and age-related expectations data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND Governor
- school self-evaluation
- the School Improvement Plan, which is used for monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal.