



## **Coniston CE Primary School**

### **Special Educational Needs (SEND) Policy**

Coniston CE Primary School aims to provide a caring and supportive environment in which all pupils are valued equally and are given opportunities to develop to their full potential. Our policy reflects the special educational needs (SEN) and disability legislation. As a church school, we also make sure that it is underpinned by Christian values.

#### **1 Introduction**

**1.1** Coniston CE Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

**1.2** These requirements are likely to arise as a consequence of a child having special educational and disability needs (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

**1.3** 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 difficulty experienced by the child.

#### **2 Aims and objectives**

**2.1** The aims of this policy are:

- to create an environment that supports children with special educational needs;
- to ensure that the special educational needs of children are identified, assessed and provided for, exercising 'Early Intervention';

- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable children to achieve well;
- to enable all children to have full access to all elements of the school curriculum.

### **3 Educational inclusion**

**3.1** Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

**3.2** Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **4 Special educational needs**

**4.1** Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

**4.2** The SEN Code of Practice (ref DfES 581/2001) provides guidance on the provision made for pupils with special educational needs, and is underpinned by the Special Educational Needs and Disability Act 2001.

**4.3** In our school the Special Educational Needs Co-ordinator (SENDCo) is Miss Danielle Fitzsimons. The SENDCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- co-ordinates and updates an 'Intervention Map' in consultation with class teachers;
- supports and advises colleagues, including support for writing Individual Education Plans (IEPs) for pupils with additional needs;

- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as the link with parents;
- maintains resources and ensures that the school has a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body.

## **5 The role of the governing body**

**5.1** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult with the LA, when appropriate. The governors appoint a 'Special Needs Governor' (currently Mrs Joyce Hallam) to liaise with our SENDCo and other staff.

**5.2** 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.

## **6 Allocation of resources**

**6.1** The SENDCo/Head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs known as an Education, Health and Care Plan (EHCP).

**6.2** The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

**6.3** The Headteacher/ SENDCo decides how to use funds directly related to statements. The SENDCo / Headteacher determines this when the school is planning for the next School Improvement Plan.

## **7 Assessment**

(Guidance should also be followed in accordance with Cumbria County Council's 'SEND Handbook and Criteria').

**7.1** Early identification is vital. The class teacher informs the parents/SENDCo at the earliest opportunity to alert them to concerns and enlist their active help and participation.

**7.2** The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices.

**7.3** The SENDCo works closely with parents, teachers and teaching assistants to plan an appropriate programme of intervention and support.

**7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

**7.5** The following terms are used to respond to children's special educational needs:

- **Other SEND:** The class teacher identifies and consults with the SENDCo. The SENDCo takes the lead in gathering information and co-ordinating the provision in school, possibly supported by outside agency involvement.
- **Education, Health and Care Plan (EHCP):** the LA considers the need for statutory assessment and may order multi-disciplinary assessment. The LA issues a formal statement of special educational needs.

**7.6** The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. Cumbria County Council's SEND Handbook states the procedures to be followed where a statement is being considered.

## **8 Access to the curriculum**

**8.1** All children have an entitlement to a differentiated, broad and balanced curriculum, which enables children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

**8.2** Teachers use a range of strategies to meet children's special educational needs. We make sure lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

**8.3 Individual Education Plans** break down the existing levels of attainment into finely graded steps and targets to ensure that children experience success. All children who have an EHCP have an IEP plus other children who are receiving intervention. These are drawn up by the class teachers and agreed with parents.

**8.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children are mainly taught in the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom with a teaching assistant on a programme linked with their IEP.

## **9 Partnership with parents**

**9.1** The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor (Mrs Joyce Hallam) takes a special interest in special needs and is always willing to talk to parents.

**9.2** At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

**9.3** We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

## **10 Monitoring and evaluation**

**10.1** The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

**10.2** The SENDCo supports teachers in drawing up Individual Education Plans for children. The SENDCo and the named governor with responsibility for special needs also hold meetings as appropriate.

**10.3** The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings and any new national and local guidance. The SENDCo reports the outcome of the review to the full governing body through her Head teacher's report.

**Governing body committee responsible: Curriculum Committee**

**Date due for renewal: July 2022**

**Signed:**

**Miss D Fitzsimons  
SENDCo**

**Date**

**Representative of the Governing Body**

**Date**