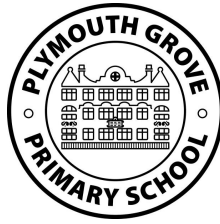


***MAKING LEARNING
IRRESISTIBLE***

**Plymouth Grove Primary School
Special Educational Needs Policy**



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Plymouth Grove Primary School

Special Educational Needs / Disability Policy

Aims:

- To ensure all pupils have equal access to the curriculum and receives any relevant support to achieve this
- To ensure all members of staff are clear about the procedures regarding to Special Educational Needs (SEN) and Disability
- To ensure that the Head, class teachers and governors understand their roles and responsibilities
- To follow the SEN Code of Practice 2014 and the Equality Act 2010, Supporting Pupils at school with Medical conditions 2014 and the Children and Families Act 2014

Legal Definition of SEN:

- A child has SEN if he/she has a learning difficulty which calls for special educational provision to be made for him/her
- A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of the same age

Legal requirements of the Equality Act

- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

Mission Statement:

Plymouth Grove PS seeks to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant broad based curriculum within a caring environment in which all pupils can develop towards their full potential regardless of ability.

The school will have regard to the 2014 SEN Code of Practice and the Equality Act and considers the three key principles for inclusion at all levels of curriculum planning:

- Pupils with SEN are entitled to have suitable learning challenges set for them. This is achieved through planning collaboratively in teams where differentiation is carefully thought out, additional adults are deployed effectively and challenging, but realistic targets are set.
- The school ensures that action is taken to respond to pupils' diverse learning needs through a curriculum which caters for all learning styles (visual, aural and kinaesthetic) and the pupils' interests are taken into account.
- The school helps to overcome potential barriers to learning and assessment for individuals and groups of pupils by providing resources and additional adults, where possible, to support these needs and liaising with parents and carers and providing reasonable adjustments to suit those needs.

Objectives:

- Our assessment arrangements ensure that pupils' special educational/disability needs are identified as soon as possible
- Assessment data is used to inform decision making
- Pupils with SEN/D are given full and equal access to a broad and balanced curriculum
- Appropriate resources are purchased, where possible, to ensure that the needs of the pupils are met
- Pupils and parents are informed and actively encouraged to be involved in meeting the needs of the pupils in partnership with the school
- Parents regularly attend review meetings about their child's progress and set targets
- The school makes use of both in-house expertise and that of outside agencies
- Achievement targets are set and reviewed termly and the pupils understand them
- All children are encouraged to be confident and independent learners
- All children achieve basic skills in Literacy and Numeracy before leaving the school
- All pupils having access to all areas of the building and all aspects of the curriculum

The school's Special Educational Needs/Disability Co-ordinator (SEN/DCo) is currently the Deputy Head, Mrs L Smith who will liaise with the Inclusion Committee of the Governing Body.

Roles and responsibilities

SEN/D Co:

- Determining the strategic development of SEN/D provision and policy with the Headteacher and governing body
- Taking day to day responsibility for the operation of the SEN/D policy and provision
- Supporting the assessment and analysis of pupils' needs
- Monitoring the quality of teaching and standards of pupil achievement
- Setting targets for improvement
- Working with class teachers and teaching assistants to ensure that provision is matched to the needs of the child
- Supporting the establishment of individual targets in line with those identified through outside agency recommendations or pupil progress meetings
- Supporting the delivery of targets on pupils' Education, Health and Care plans
- Preparing an SEN/D Register and up-dating it termly
- Developing and maintaining working relationships with parents
- Liaising with outside agencies
- Preparing reports for the governing body and inclusion committee
- Maintaining a record of INSET relating to SEN/D and identifying CPD needs
- Planning CPD as required
- Keeping up-to-date with developments and attending SEN/D courses and network meetings, including with the Longsight and Ardwick Partnership SEN/DCos
- Disseminating information to relevant staff
- Managing the deployment of teaching assistants supporting pupils with SEN/D
- Applying for Statutory Assessment for those pupils which require it
- Supporting the specialist staff in the Resource Provision
- Liaising with other schools to support SEN/D pupils transitioning in and out of the school

Governing Body:

- Review the policy every two years and ensure its implementation
- Appoint a governor with responsibility for SEN/D
- Liaise with the SEN/D Co
- Ensure that records are kept up-to-date for pupils with SEN/D

Headteacher:

- Ensure all staff understand the policy
- Ensure all pupils identified as having SEN/D are treated fairly and equitably in relation to the policy
- Ensure that the SEN/D Co is a member of the SMT
- Provide suitable time for the SEN/D Co to undertake their responsibilities
- Set the costs of the SEN/D Co against the school's core budget rather than the additional funds to support pupils
- Support the SEN/D Co in using ICT for SEN/D management
- Support the SEN/D Co in networking with local SEN/D Co's

Class Teachers:

- All teachers have responsibility for teaching and ensuring the progress of pupils with SEN/D
- Identify pupils who make little or no progress in spite of differentiated learning opportunities being provided for them
- Work with the SEN/D Co and parents to collect and record information about the pupil to determine action to be taken
- Planning and delivering agreed targets
- Effectively deploying teaching assistants to support pupils' learning and targets
- Assessing and monitoring progress

Resource provision:

- All children allocated to the Resource Provision will be the responsibility of the specialist teacher for their progress
- Tracking of progress will be using PIVATS until the children access the main national curriculum expectations
- Assessment and planning will be the responsibility of the specialist SEN teacher, in conjunction with the class teacher and SEN/D Co

Implementation:

This procedure is in line with the SEN Code of Practice 2014:

Use of appropriate assessments to inform the planning of pupils with SEN/D, this may include use of outside agencies such as speech therapists, health professionals, educational psychologists.

Identification procedures follow a graduated response and are as follows:

Assess
Plan
Do
Review

Assess

When a child is identified as having SEN/D, their name should be entered on the SEN/D register and the parents/carers informed. Information should then be gathered about the pupil's needs. This may include learning styles, strengths, interests, medical needs. This is then used to plan targets using assessment information on the School Pupil Tracker Online. This must be done in conjunction with parents and, if appropriate, the child. At this stage, identification should be made of the primary area of concern from the four areas of SEN. These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Outside professionals from health or social services may also contribute to these assessments and they should be reviewed at least termly. The school has a range of assessments, which include both academic and holistic approaches.

Plan

The SEN/D Co, teacher, parent and, when possible the pupil, should plan and agree the interventions and support to be put in place. Expected impact on progress or behaviour should be identified and an agreed date for reviewing. This should be recorded on to the pupil's provision map.

Do

The class teacher should remain responsible for working with the child on a daily basis. Any interventions taught by another member of staff should be planned in conjunction with the class teacher and impact must be assessed, at least termly. The exceptions to this are those children accessing the resource provision learning.

Review

The effectiveness of support and the impact on progress must be reviewed at least termly. This impact should feed back into the assessment cycle. Support should be revised depending on outcomes and the views of the parent and, when possible, the child.

Parental and Pupil Involvement:

Pupils will be progressively involved in setting targets as they move through the school.

Parent/carers will always be informed when a pupil is placed on the SEN/D register. They must be involved in the targets through open evenings and discussion with the SEN/D Co.

Availability of Resources:

Each year a proportion of the budget is allocated to the provision for pupils with SEN/D. This may be for resources or staff. Allocation of this budget should be detailed in the SEN/D Provision Map. The school currently

employs 16 teaching assistants to support pupils with SEN/D and they are deployed by the SEN/D Co to support in each team within the school.

Arrangements for Complaints:

Should any parent have reason to complain they should contact the SEN/D Co or Headteacher in the first instance. The complaint may then be directed to the Chair of Governors by the Headteacher. Should action need to be taken, the Manchester complaints procedure will then be followed.

Criteria for Success:

The SEN/D policy will be reviewed every two years. To evaluate the success of this policy it must be determined that:

- Everyone knows and understands the policy and is using it
- Pupils with SEN/D are identified quickly
- Parents are informed and involved
- Pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- Provision is matched to pupils' needs
- There is close support with multi-agencies

Policy dated February 2016
Review date February 2018

Ratified by the Governing body June 2016