

Penketh South CP School



Special Needs & Disability Policy

Version	Date	Action
V1	September 21	New Policy
	11 th November 21	Approved by FGB

Policy to promote the successful inclusion of pupils with Special Educational Needs and disabilities.

This SEND Policy works alongside and in conjunction with The Local Offer offered by Warrington Local Authority.

Principles

At Penketh South Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

As a School, we aim to develop an ethos of care, empathy and understanding. This is essential when dealing with children with Special Educational Needs, who may have low self-esteem.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

Definition of Special Educational Needs

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

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. (SEND Code of Practice September 2014)

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCo and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

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

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Identification, Assessment and Provision.

STEP 1

Many pupils experience delay in their learning and do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year by the school's Tracking Systems and parents kept fully informed.

STEP 2

Some pupils at Penketh South Primary School receive an allocation of monies known as Pupil Premium for Free school Meals and Looked After children. Specific interventions for delay in the following areas will be undertaken by designated members of staff.

- Communication and Interaction needs including Speech and Language,
- Cognition and Learning including English and Maths
- Social, Mental and Emotional Health
- Sensory and Physical needs

It is to be expected that there will be more intensive support in Early Years and KS1 with higher numbers of interventions which should then reduce through KS2. It is to be hoped that there will be considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities. Each and every Pupil Premium intervention should be benchmarked, undertaken and evaluated alongside the school Tracking System. A full report on the spend of this funding along with other Pupil Premium interventions for those children not having special educational needs will be presented to the Governors on an annual basis and reported to Parents through the School website.

STEP 3

Individual Plans / Intervention Plans will be prepared by classroom teachers and written in conjunction with the School Tracking system (If required)

STEP 4

Classroom teachers closely track children and are able to identify those who are still not making good progress and are causing some concern. Those identified are then referred to the SENCO to arrange additional SEN Support in any or all of the four areas:-

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and /or physical.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place: -

- Assess
- Plan
- Do
- Review

This will be known as the 'graduated approach'.

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving additional SEN Support, staff will meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school

Individual pupil progress at additional SEN Support Level will be intensively monitored at half termly Pupil Progress meetings. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Headteacher.

STEP 5

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Warrington Local Authority.

If you would like to discuss any concerns, please contact the SENCO at school and make an appointment to speak with her. The SENCO is Miss L Browne – Deputy Headteacher.

This policy and information report is based on:

- the statutory Special Educational Needs and Disability (SEND) Code of Practice
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Personal Social and Health Education

As documented in the school's PSHE Policy, it is important for all pupils to develop the skills required to lead healthy, confident, independent lives and to become informed, active, responsible, independent citizens able to lead a successful adult life. This is particularly true for pupils who are experiencing difficulties at school, and who may have low self-esteem or be lacking in confidence. All efforts will be made to develop and enhance the self-esteem of pupils with additional needs. The broad and balanced curriculum and extra-curricular activities offered at Penketh South Primary School ensure that children have a variety of opportunities to excel in many other aspects of their development. It is the responsibility of all staff to promote a positive attitude in all members of the school community towards those pupils experiencing SEND.