

Special Education Needs and Disability Policy

At Suffield Park Infant and Nursery School we value the abilities and achievements of all pupils whether or not they have a learning need or a disability. We are committed to providing the best possible environment for Learning.

Our SEND policy has been written with reference to the following guidance and documents.

- Every Child Matters - Outcomes Framework DfES 2004
- DFE SEND Code of Practice 2015 (which takes account of the SEN provisions of the SEN and Disability Act 2014)
- Removing Barriers to Achievement DfES 2004
- Children's and Families Act 2014
- Working together to safe guard children 2013
- Equality Act 2010

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our Single Equality Scheme, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Admission Arrangements

No pupil will be refused admission to the main school on the basis of his or her special educational need or disability. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Please see our admission policy in our school prospectus.

At Suffield Park Infant and Nursery School we aim to help children with SEND to:

- achieve their best
- become confident learners
- engage in the activities of the school alongside their peers who do not have SEND

To achieve this we will:

- have a designated teacher to be responsible for co-ordinating SEND provision
- give transparent resourcing to SEND
- work towards inclusion in partnership with other agencies and schools
- work closely with parents/carers to understand their wishes and feelings
- understand how the children wish to be successful
- achieve a level of staff expertise to meet pupils need
- have a clear approach to identifying and responding to SEND

Management of SEND within School

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCO. The SENDCO's name is Mr John Neenan who has Qualified Teacher Status and the National SENDCO Award.

The SENDCO oversees the day-day operation of this policy by:

- co-ordinating provision for children with special educational needs and disabilities.
- collating the impact of interventions with the Deputy Head Teacher
- liaising with and advising teachers
- alongside the Deputy Head, managing learning support assistants
- overseeing record keeping of all children with SEND
- liaising with parents of children with SEND in conjunction with class teachers and other SEND staff
- contributing to the in-service training of staff
- liaising with external agencies
- co-ordinating the admission/referrals for our Rainbow class(SRB for Speech and Language)

The SENDCO is responsible for reporting to the head and the governor with responsibility for SEND on the day-day management of SEND policy. The name of the governor with responsibility for SEND is Alyson Appleyard. Regular updates take place during governor meetings.

All school staff have a responsibility for pupils with SEND. Staff are aware of their responsibilities towards pupils with SEND, whether or not they have an Education, Health and Care Plan. Staff responsibilities are identified in individual job descriptions.

Our Teaching Assistants (TA's) play a major role in the support of pupils with SEND

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENDCO with the Deputy Head look closely at our school tracking data to ensure early identification of any SEN.

As described in the Code of Practice 2015 - A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

The four areas of need have been identified as;

- *Communication and interaction*
- *Cognition and Learning*
- *Social, emotional and mental health difficulties*
- *Sensory and/or physical needs*

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways according to the needs of each child which include:

- in class support for individuals or small groups from a TA
- effective interventions for individuals or small groups
- provision of alternative learning materials/ special equipment
- employing a councillor from the Benjamin Foundation to deliver 'Time for You'
- staff development/training to undertake more effective strategies
- referral to the SRB's
- access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

In order to maintain and develop the quality of our provision, staff undertake appropriate training.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the class teacher and if not resolved then to the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the school will take guidance from chapter 11 of the SEND Code of Practice (**Principles for resolving disagreements**), the LA may be involved. Parents are requested to follow our complaints procedures found in our complaints policy. A copy can be obtained from our school office.

Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

(This policy should be read alongside our annual report for SEND.)

SENDCo - Mr John Neenan