



<b>Policy Name</b>	Special Educational Needs & Disabilities Policy
<b>Review and Approval by</b>	Full Governing Body
<b>Date Ratified</b>	September 2020
<b>Signed By</b>	Sam Hunter
<b>Position</b>	Head teacher
<b>Review Period for this Policy</b>	Annually
<b>Date for Future Review</b>	September 2021

**Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.**

Date	Changes
Sept 2020	<p>Addition to SENCo role: Works in collaboration with the PSA to identify needs.</p> <p>Addition to assessment: The PSA may work with parents to identify and make use of external facilities and/or professionals.</p>

## Rationale

At Montpelier Primary School we recognise and value all children as individuals who respond in diverse ways to the broad and balanced curriculum provided. Within our planning we set suitable targets to meet the specific needs of all children. We recognise that some children will need some different or additional provision to enable them to develop fully and to be able to access the whole curriculum. Our Special Educational Needs and Disability Policy embraces the Code of Practice 2014 and clearly outlines our strategies for achieving this.

## School Aim

Montpelier Primary School will provide a broad and balanced curriculum which is suitably differentiated to meet the individual needs of all children. The National Curriculum provides the structure which is the basis for planning, enabling us to provide appropriately for groups and for individuals. We aim to support each child to realise their potential. This is achieved by teachers setting suitable challenges and responding to the diverse needs of pupils within each class group.

Some children may have quite specific learning and assessment requirements and will have special educational needs. These needs are met in a variety of ways. Children may be supported within whole class teaching, small groups and if a child has a very specific need may occasionally need short periods of individual support. This will usually take place either in the classroom or in small group intervention areas. The aim of this support is that it is appropriate, regularly received and that it enables children to participate confidently and effectively in curriculum and assessment activities. Support is regularly reviewed to assess progress and ongoing need.

At any point during a child's time at the school their needs be identified or change. This policy is designed to ensure 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.

## Aims and Objectives.

The aims of this policy are:

- To promote an environment that effectively meets the special educational needs of each child.
- To ensure that a child's special educational needs are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and the responsibilities of staff in providing for children's special educational needs.
- To enable children to have access to all elements of the school curriculum and extra-curricular activities whenever possible through additional support and reasonable adjustments.

## Educational Inclusion

We recognise that children:

- Have different educational, social and emotional needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information in different ways and at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Recognising and providing support for pupils who need help with cognition and learning difficulties.
- Recognising and providing support for pupils with communication and interaction difficulties.
- Recognising and providing support for pupils experiencing emotional, social or mental health difficulties.
- Recognising and providing support for pupils with sensory or physical needs.
- Developing children's understanding & skills with a range of experiences and multi-sensory approaches.
- Making reasonable adjustments to allow all children to fully participate in all learning opportunities.

- Helping children to respond appropriately in all situations to enable them to take part in learning effectively and safely.
- Being sensitive to any difficulties a child might be experiencing and supporting them to manage trauma or stress to enable them to meaningfully participate in learning.

### Special Educational Needs & Disabilities

Children with special educational needs are those experiencing difficulties in the school setting, which require different or additional provision to be made. The school family will be mindful that all children for a variety of reasons might have special needs at some time during their time at Montpelier and we must offer suitable and diverse support as a need arises.

The school has a graduated approach in line with the Special Educational Needs Code of Practice 2014. In line with the Disability Discrimination Act 1991 and Equality Act 2010 Montpelier Primary School will make reasonable adjustments to include and welcome all pupils.

In Montpelier Primary School, the SENCo:

- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Monitors the progress of pupils with special educational needs.
- Supports and advises colleagues.
- Is an important link with parents/carers.
- Works in collaboration with the PSA to identify needs.
- Acts as a link to external agencies and other support agencies.
- 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 Local Authority.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Manages a range of resources both human and material, used to support children with special educational needs.
- Works with the governor responsible for SEN to monitor and evaluate the special educational needs provision and report to the governing body.

### The role of the local governing body.

- The local governing body aims to support the school in making the necessary provision for any pupil identified as having special educational needs or disabilities. The governors along with the teaching staff are aware of the importance of providing for these children and consult with other agencies when appropriate. They are responsible for reporting annually to parents on the success of the schools policy for children with special educational needs.
- As a school we welcome children with a range of special educational needs and disabilities and do our utmost to provide for each child appropriately.

### Allocation of resources.

- The SENCO is responsible for the management of special needs provision throughout the school and this includes supporting and caring for children with Individual Education Plans or Education, Health and Care plans.
- The Senior Leadership Team informs the governing body of how the funding allocated to support pupils with Special Educational needs has been deployed.
- The Senior Leadership Team and the SENCo review funds and carefully consider appropriate forward planning. Considerations arising from this are included in the school improvement plan.

## Assessment.

- The school uses a graduated approach to SEN as defined in the Code of Practice 2014.
- Early identification of any child's needs is essential and could involve various channels.
- When a concern is identified, the Class teacher discusses this with parents/carers. This enables both home and school to work co-operatively and the child will be provided with methods of appropriate intervention.
- The Class teacher assesses and monitors the child's progress in line with existing school practices.
- If concerns continue and the child needs provision that is different or additional to that usually provided they may be placed on an Individual Education Plan (IEP).
- The SENCo, class teacher and parents work together to plan an appropriate programme of intervention and support.
- The PSA may work with parents to identify and make use of external facilities and/or professionals.
- IEPs will usually be reviewed with pupils, parents/carers three times per school year.
- When concerns remain and the support put in place has little impact, we then seek advice and support from outside agencies.
- This may be from an Educational Psychologist, The Communication Interaction Team, Multi Agency Support Team, Specialist Advisory Teachers, Learning Mentors, Counsellors, Speech & Language Therapists, Paediatricians or other appropriate professionals. Such advice is only sought with the full agreement of the parents/carers.
- When a multi-agency response is needed to support a child, including Health or Care professionals, we may form a team around the child with parents/carers and produce a Multi-agency Support Plan.
- The 'Team Around Me' (TAM) will meet regularly to set desired outcomes with clear actions towards achieving them and hold regular reviews.
- If a child's Special Educational Needs are severe, complex and long term a proposal may be made to the Local Authority for an assessment of the child's Education, Health and Care Needs.
- This proposal will be discussed at a Local Authority Single Multi Agency Panel and if accepted an Assessment Co-ordinator will be appointed to draft an Education, Health and Care Plan (EHC Plan).
- Education, Health & Care Plans will be formally reviewed annually.

## Access to the curriculum.

- All children have the right to a broad and balanced curriculum. This must be suitably differentiated to enable children to:
  - a) Understand the relevance and purpose of learning activities.
  - b) Experience levels of understanding and rates of progress that create success and achievement.
- Teachers use a range of strategies to meet the needs of all pupils within their classes. There are clear objectives and we use ongoing assessment to inform the next stage of learning.
- Provision Maps detail the provision made within the school and Individual Education Plans with small step challenges are carefully designed to enable children to make progress.
- Our support for children is varied. We offer in class support, small group support and where a need is very specific some individual provision. Whilst doing this we acknowledge every child's right to share in and enjoy a full and balanced curriculum and therefore time out of the class is kept to a minimum.

## Partnership with Parents/Carers.

- The school prospectus provides details of our aims with reference to special educational needs and disabilities and our School Information Report is published on our website.

- For parents/carers of children with SEND, individual transition meetings are arranged to ensure a successful entry into the school.
- At all stages when a child is supported by the special needs process, parents/carers are kept fully informed and involved. We respect their wishes, feelings and their overall knowledge of their child at all stages.
- We encourage parents/carers to make an active contribution to their child's education and offer family support when appropriate through either our PSA and other outside agencies and professionals.

### Monitoring and Evaluation.

- The SENCo along with the class teacher and parents/carer is responsible for the movement of children on the SEND register at Montpelier Primary School.
- The length of time for which a child is supported and the type of support offered varies according to the individual need. Some children need a diverse and varied input over a considerable period whilst others need a brief intervention to support a specific difficulty.
- The support offered is monitored half termly and adjusted where appropriate.
- Teaching Assistants support teachers in their day-to-day work with children and feedback to the teachers. Teaching Assistant's individual strengths and acknowledged and work directed accordingly.
- The Governing Body is responsible for an annual review of the Special Needs Policy and considers any amendments in the light of the previous year's developments.