



Ludlow Infant Academy

Policy for Special Educational Needs

Accepted by Governing Body _____
Signed Governing Body

Accepted by Staff _____
Signed Headteacher

Review Date _____

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2014 and takes careful account of and, has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools D of E 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Education Act 2011
- The policy of the Local Authority
- The aims of the school as outlined in school documentation SEN governor
- Policy is available to all parents who request a copy, it is also published on the school website
- The SEN policy was written by the school SENCo following consultation with all stakeholders, including staff, parents, children and governors and in the spirit of current reform detailed in the SEND Code of Practice. The policy is renewed annually.

Contact Details

1. School contact details: phone: 02380433422
School email: info@ludlowlive.net
2. Meetings with SENCo or SEN governor can be arranged through school office

Aim

- At Ludlow Infant Academy we are fully committed to promoting inclusion for all children, whatever their age, ability, gender, race or background.
- All children have skills, talents and abilities and as a school, we have a responsibility to develop these to the full.
- All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Teaching, learning, achievements, attitudes and wellbeing of every child in the school is important
- Pupils who have special educational needs will be supported wherever necessary to achieve full access to the whole school curriculum. This will be facilitated through a range of strategies, including skilled staff, specialist equipment and resources.
- All staff will focus on raising the aspirations of and expectations for all pupils with SEN
- All teachers are teachers of all children, including those who are SEN

Objectives

- To identify and provide for pupils who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will manage SEN provision in line with key objectives included in the school Inclusion Policy and Whole School Equality and Access Policies
- To provide support and advice for all staff working with pupils who have SEN

Identifying Special Educational Needs

- The purpose of identification is to plan effective actions to meet the needs of individual children
- The needs of the whole child will be considered not just the special educational needs of the child
- Special Educational Needs can be considered as falling under four broad areas:
 - * Communication and interaction
 - * Cognition and learning
 - * Social, mental and emotional health
 - * Sensory and/or physical
- Some children have needs that span two or more of the areas, for others the precise nature of their needs may not be clear at the outset. It is important to carry out a detailed, individual assessment of each child at the earliest opportunity to make an accurate assessment of their needs
- It is important to consider factors other than SEN when addressing concerns regarding progress and attainment:
 - * Disability (refer to Whole School Equality and Access Policy)
 - * Attendance and punctuality (refer to Attendance Policy)
 - * Health and Welfare
 - * EAL
 - * Being in receipt of Pupil Premium Grant
 - * Being a Looked After Child
 - * Being a child of service personnel
- Identifying behaviour as a need will not be considered an Educational Special Need. Behaviour will be described as an underlying response to a need and provision will be planned to meet their individual needs.

SEN Support

- Children identified as SEN are recorded on an SEN register
- Pupils are only identified as SEN if they do not make adequate progress once they have had quality personalised teaching
- Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupil access support from Learning Support Assistants
- High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or have SEN
- The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have received
- Intervention and support cannot compensate for a lack of good quality teaching
- The quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed
- Training is given to develop teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

- High quality and accurate formative assessment informs staff when considering whether to make SEN provisions
- Specialised assessments are given by external agencies and professionals, including Educational Psychologists (further details are included in our contribution to the Local Offer)

Managing Pupils Needs on the SEN Register

- There is a single category of support, SEN support
- Support is personalised to match the needs of individual children
- Provision maps record range of provision and key barriers to learning these are reviewed half termly by class teacher and SENCo
- IEPs record SMART targets matched to individual needs, they are reviewed as targets are achieved
- The level of provision available is detailed in our contribution to the Local Offer (see Appendix 1)
- SENCo is responsible for engaging additional support/engaging specialist services
- Children with an EHCP have all needs, outlined in plan, met
- Parents of children with an EHCP are regularly informed of progress towards achieving intended outcomes
- Pupils regularly discuss their progress towards achieving target with their teacher and SENCo
- Pupils removed from SEN register are closely monitored to track progress

Supporting Pupils and Families

- Parents are guided towards the LA Local Offer
- School SEN Information Report is published on school the website
- Parents are invited to meet with all professionals and representatives of outside agencies supporting their child
- Transition from class to class, across key stages and to another school is supported

Supporting pupils at school with Medical Conditions

- The school recognises that pupils with medical conditions are properly supported so that they have full access to education, including PE and school trips
- Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010 (refer to Whole School Equalities and Access Policy)
- Some may also have SEN and may have an Education Health and Care Plan, as well as their special education provision and the SEND Code of Practise (2014) is followed

Monitoring and Evaluation of SEND

- School regularly and carefully monitors and evaluates the quality of provision offered to all pupils
- Governors receive termly reports and an end of school year report
- Key issues are addressed in the School Improvement Plan
- SEN governor meets regularly with SENCo to evaluate progress toward school targets

Training and Resources

- SENCo constantly reviews local and national SEND updates
- Training needs of staff are identified through lesson observations and analysis of half termly data
- SENCo delivers regular training to teachers and Learning Support Assistants
- SENCo is a member of NASEN

Accessibility – Statutory Responsibilities

- All schools have a duty to ensure accessibility for disabled pupils
- Our provision is detailed in Whole School Equality and Access Policy, published on our school website
- Our provision considers teaching and learning and the wider curriculum, such as after school clubs and school visits
- Improvements to the physical environment and physical aids to access education are funded from the school budget

Complaints

- Complaints regarding provision, resources should be made to the Headteacher initially and then the Chair of Governors

Bullying

- The steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners are detailed in the school Anti Bullying Policy
- Anti Bullying Policy is published on the school website
- Pupils with SEN are taught skills to promote independence and build resilience in their learning

Reviewed November 2017