

Temple Ewell Church of England Primary School

Temple Ewell CEP School is an Inclusion Centre of Excellence (IQM 2014 – 18). This status is annually monitored and reviewed by IQM to ensure continued best practice.

Policy for Special Educational Needs and Disabilities

The 1996 Education Act defines a child as having Special Educational Needs and Disabilities (SEND)

“if they have a learning difficulty which calls for special educational provision to be made for them”.

Children have a learning difficulty if they: a. have a significantly greater difficulty in learning than the majority of children of the same age;

OR

b. have a disability which 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;

OR

c. are under compulsory school age and fall within the definition at a. or b. above or would do so if special educational provision was not made for them.

(Sec. 312 Education Act 1996) Special Educational Provision means: “...educational provision which is additional to, or otherwise

different from, the educational provision made generally for children of their age in schools maintained by the Local Authority...”

Policy objectives

In order to meet the special educational needs of our children at Temple Ewell CE Primary School we adhere to the Expectations of the SEN Code of Practice (2014)

We identify those children who have SEN as soon as possible.

We provide intervention at a suitable level when a child is identified as having SEN.

We have high expectations for all children including those with SEN

We use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the Early Years Foundation Stage/

National Curriculum in line with the expectations of Teachers' Standards (2012)

We are aware of every learner in our school and the contexts that may create barriers to their learning

We use resources effectively to support children with SEN.

We assess and keep records of the progress of children with SEN.

We work with outside agencies who provide specialist support and teaching for children with SEN.

We inform and involve the parents of children with SEN so that we can work together to support our children.



We encourage active involvement by the children themselves in meeting their needs.



We provide ongoing training for all staff working with children with SEN.



We map provision across the school and are adaptable in the deployment of staff in best supporting the needs of our learners.

Roles and Responsibilities

The Headteacher, Mrs Angela Matthews, and Executive Headteacher, Mrs Jo Hygate, have responsibility for the day to day management of all aspects of the school's work, including provision for the inclusive education of children with SEN.

The SEND Governor, Mrs Jenny Olpin, works with the School's Senior Leadership Team (SLT) and specifically the Special Educational Needs Coordinator (SENCO) to monitor and raise the profile of pupils with SEN in the school.

The SEN governor and SENCO meet regularly and the SENCO facilitates the SEN governor having access to local educational authority (LEA) advisors to support her knowledge of SEN issues and statutory developments.

The SENCO (Inclusion Manager), Mrs Steph Wallace, has responsibility for coordinating the provision for pupils with SEN. This includes having an overview of the whole school response through personalised quality first teaching for all pupils including those with SEN, gifts and talents, vulnerable pupils and under achievers. She has responsibility for coordinating short term interventions and individualised long term interventions for more specific need. The SENCO collates class provision maps, monitors progress and participates in Pupil progress meetings across the school. She has ensured that all members of teaching staff know their responsibilities in terms of the Teachers' Standards (1st September 2012) :

“5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.”

The SENCO has achieved the National Award for SEN Coordination (2013).

She has led the school in achieving Centre of Excellence status, as well as achieving Silver Standard CPLD award. In addition to the SENCO role she is the school's Designated Children in Care (ChiC) Teacher. She is also part of the school's

safeguarding team.

Admissions

Temple Ewell Church of England Primary School strives to be a fully inclusive school. The school welcomes all pupils in accordance with our admissions Policy. It is relevant to note that the nature of our school site would provide difficulty for pupils with physical mobility issues but the school would endeavour to support the inclusion of all pupils whose parents had chosen our school.

Resources

Resources are allocated for Special Educational Needs by the Governing Body from designated funding from Kent County Council.

Pupil Premium money is allocated to school to offset deprivation and disadvantage for Free School Meals (FSM Ever6) and Children in Care and those who have been Adopted/gained permanency through Special Guardianship.

Identification, Assessment and Review

The SEN Code of Practice 2014 identifies four broad areas of SEN :

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Physical and Sensory (P&S)
4. Social, Emotional and Mental Health (SEMH)

In identification of need, children are referred to the SENCO by the class teacher, children's preschool providers at the point of Early Years Foundation Stage (EYFS) transition, diagnoses from outside agencies, concerns expressed by parents or the child's previous school. The class teacher will have an evidence basis for this referral observations, data, evidence from parents, etc. It may be the case that a child's needs are transient and that barriers to learning are created by short term contextual change or are an indication of more specific need; therefore the SENCO will meet with school staff and parents to develop a better overview and also define the next steps. The SENCO attends pupil progress meetings and these are also a context for identifying need.

The Local Offer:

At Temple Ewell CEP we have capacity to support high incidence need as identified in The Kent Strategy
Sp&L, SEMH, ASD in addition to a range of other needs.

Provision for pupils with SEND:

Most pupils with SEN will receive the majority of their learning through highly inclusive, outstanding quality first class teaching appropriately differentiated to meet their needs. The class teacher and the SENCO will be responsible for tracking the progress of SEN pupils.

The Kent Mainstream Core Standards are used to support provision.

Some pupils with SEN may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be "additional

to and different from" normal provision within the class. However additional targeted intervention does not replace high quality class teaching. The additional targeted intervention must complement and not interrupt high quality class teaching.

Appropriate, additional targeted intervention will be implemented following a professional

discussion between the class teacher and the school's Special Educational Needs Coordinator [SENCO].

The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEN.

The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting then this will be adjusted appropriately to ensure the pupils with SEN are being appropriately targeted to make progress.

A small number of pupils with SEN may still struggle despite high quality teaching and additional targeted interventions. For these pupils the SENCO will consider requesting additional professional advice by raising the child at the Local Inclusion Forum Team (LIFT) Meeting and/or from external support agencies which include Specialist Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services.

A minority of pupils with complex SEN may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by

the Local Authority which may result in an Education, Health and Care Plan. Any involvement of other agencies, discussion at LIFT or statutory assessment for an EHCP can only follow written consent from the parent/carer/guardian.

For those pupils with an Education, Health and Care Plan the Local Authority and the school will ensure that the pupil's complex needs met in accordance with the Plan. Three in-year and one annual review take place to ensure that the EHCP is a current and relevant working document.

Record Keeping

Non confidential records relating to SEN pupils in each class are maintained by class teachers, included in their general records.

SEND pupils' individual files are kept securely in the locked SENCO office in lockable storage.

Complaints procedure

Any complaints regarding SEN policy and provision should be addressed, in the first instance, to the Class Teacher. Class teachers are required to inform the SENCO of any concerns by parents. If parents need further advice or clarification they are welcome to arrange a meeting with the SENCO. If a parent feels they need to take the matter further it can be addressed to the Head of School or the Executive Headteacher. The SEN Governor would be informed of any parental concerns.

Partnership within and beyond the school

Temple Ewell CEP School works in close partnership with Kingsdown and Ringwold CEP School. The SENCO works across both schools.

The SENCO works in collaboration with SENCOs and Agencies to maintain best practice.

Training opportunities that span both schools (both inhouse and at external training events) are made available.

Opportunities are made for class teachers and support staff to receive specialist training to ensure capacity for inclusion provision to meet the needs of all learners.

CPD is supported by frequent school - based action research enquiries.

The SENCO has developed supportive CPD links with SENCOs from EY settings and has provided bespoke training.

The school works with both feeder pre-schools and receiving secondary schools to support

inclusive transition for all pupils.

School visits take place to support transition for all new EYFS children. The school participates in Secondary School transition programmes.

External Support Services

The school uses the Early Help system to access support for children and their families where needed.

Partnership with Parents

We do:

1. Ensure all parents are aware of the school's arrangements for SEN.
2. Discuss with parents observations about gaps in children's learning.
3. Provide frequent opportunities for parents to meet with the SENCO to discuss their child's needs.
4. Value the parents' contributions and wishes.

Pupil Participation

At Temple Ewell CEP School, we value the opinions, ideas and aspirations of our pupils. We consult our pupils regularly.

Pupils of all abilities are consulted in relation to their learning. Pupils are engaged in a range of pupil teams :The School Council, The Spiritual Council, The Sports Council and The Learners Forum.

Pupils have the opportunities to lead learning both within their own classes and within 'teaching' contexts.

'Pupil voice' is used as an evidence basis to inform future practice.

All pupils are taught the skills to enable independence, persistence and problem solving strategies.

As a developing 'Thinking School', all children are taught the tools to develop effective thinking and deeper understanding.

Written by Mrs Stephanie Wallace (Inclusion Manager)

September 2014

Reviewed September 2015

Review and update March 2016

Policy review will take place annually and updates will be made as when necessary.