

**Forest View  
Primary School**

**SPECIAL EDUCATIONAL NEEDS  
AND DISABILITY POLICY**

**October  
2019**

# Forest View Primary School Special Educational Needs and Disability (SEND) Policy 2019

Date: October 2019

Review: October 2020

## Section 1

Acting SENDco – Ms T Johnson

We recognise that all teachers are teachers of pupils with special educational needs.

The SENDco is responsible for: -

- Overseeing the day to day operation of this policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing teaching assistants.
- Overseeing the records on all children with additional needs.
- Liaising with parents of children with additional needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Keeping the head teacher and the governor with responsibility for SEND fully informed.

## Section 2

Aims and objectives of the SEND Policy:

- We work with the guidance provided in the SEND Code of Practice 2014.
- We identify and provide for pupils who have special educational needs and additional needs.
- We provide support and advice for all staff working with special educational needs pupils.
- We aim to work, with the LA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need and/or disability.
- We are committed to inclusion, meeting individual needs, the provision of highest quality teaching for all students and the efficient use of resources.
- We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being.

### Section 3

Identifying special educational needs:

Pupils are identified as SEND if they do not make adequate progress once they have had a range of adjustments/interventions and good quality personalised teaching. We accept the principle that pupils should be identified and met as early as possible. Identified children are assessed using the SEND ranges. These SEND range descriptors are based on national best practice in determining the needs of pupils with SEND.

Teachers also use the following to inform their judgement:

- The analysis of data including baseline, termly assessments and end of Key Stage SATs.
- Teacher assessments.
- Pupil profile.
- Pupil progress meetings.
- Following up parental concerns.
- Tracking individual pupil progress over time, including termly tracking of every child for reading, writing and maths.
- Information from previous schools.
- Information from other services.

Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical needs.

At our school, we identify the needs of pupils by considering the whole child, not just the special educational needs.

We make provision for pupils who do not have special educational needs, but have other needs which may impact on progress and attainment:

- Disability.
- Attendance and punctuality.
- Health and welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a serviceman/woman.

### Section 4

A graduated approach to SEND support in partnership with parents/carers/pupils.

We make every effort to achieve maximum inclusion for all pupils (including those with SEND) whilst meeting pupils' individual needs.

Teachers provide learning opportunities for all the pupils within the school environment and provide material appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the Primary Curriculum.

All staff are aware of their responsibilities towards pupils with SEND.

In order to meet the learning needs of all pupils, teachers differentiate work and a positive and sensitive attitude is shown. Teachers are responsible and accountable for the progress and development, including where pupils access support from teaching assistants and specialist staff.

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school works in partnership with parents and carers to achieve our aims by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focus on the child's strengths and well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision.
- Making parents and carers aware of the parent partnership services and signposting them to relevant agencies, groups and charities for support/advice.
- Providing all the information in a 'parent friendly' and accessible way.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning about their own learning.
- Individual target setting across the curriculum.
- The self-review of their own progress and in setting new targets.

## Section 5

Managing pupils need on the register.

The class teachers and SENDCo will consider all information gathered from within the school about the pupils' progress, alongside national data and expectations of progress to decide whether or not a pupil should be on the SEND register. This is informed by applying the Assess, Plan, Do, Review cycle.

A meeting will take place between the teacher, SENDco and parent to discuss a plan of action. An Individual Education Plan is devised and agreed. This is shared with other adults working with the pupil. Further support in school may include:

- In class support for small groups with teaching assistant.
- Small group withdrawal with teaching assistant.
- Individual class support/individual withdrawal.
- Further differentiation of resources.
- The SENDco will buy in resources for both pupils and teachers to support pupils with SEND.

The SENDco will engage the additional support of specialist services with parent/carer consent.

- The school's Local Offer on the school and LA website outlines provision in school and outside services/agencies for SEND pupils.

## Section 6

### Monitoring and evaluation

We regularly and carefully monitor and evaluate the quality of provision we offer pupils. The effectiveness of our provision for pupils identified as having special educational needs is carried out on the following ways:

- Classroom observation.
- Work scrutinies.
- Learning walks.
- Pupil interviews.
- Meetings with parents.
- Professional dialogue.
- Liaising with outside agencies.