



Article 2 The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 The best interest of the child must be a top priority in all actions concerning children.

Article 12 Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 23 A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.



ST. LEONARD'S PRIMARY SCHOOL SEND Policy

This policy complies with The Special Educational Needs and Disability Act (SEND) 2014 (2nd draft April 2014), the Equality Act 2010 and The Children and Families Act 2014.

The SEND Policy provides basic information regarding the school's vision, ethos, provision and practice, and follows LEA guidance for a mainstream school.

Definition of SEN (Section 312 Education Act 1996):

Children have a Special Education Need (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a difficulty if they:

- Have a significant greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents 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.
- Have their ability to learn impeded by their behaviour, i.e. an inability to conform to the expected social norms or routines of the classroom and school, for whatever reasons.

Children are not regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught (though it is recognised that in the short term it will hinder learning).

Special Education Provision means:

For a child of school age - education provision which is additional to, or otherwise different from, the education provision made generally for children of the same age in schools, maintained by the LEA, other than special schools, in our area.

Mission Statement:

St. Leonard's Primary School - "Where everyone is valued and together we seek excellence."

St. Leonard's Primary School aims to provide a safe and supportive environment for learning and development in which our children will be stimulated to achieve their full potential.

We hope that our children will find their days in school enjoyable as well as challenging and that they will value their role in our vibrant school community, both now and in future years, when remembering their time with us.

Inclusion Statement:

"An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools (Evaluating Educational Inclusion 2001)."

At St. Leonard's Primary School we:

- Believe all children should have an equal opportunity to attend our school.
- Value every individual and celebrate their achievements.
- Ensure policies and systems are in place to promote inclusive provision and practice.
- Identify and respond to our children's individual needs.
- Identify and overcome barriers to learning for groups and individuals.
- Set suitable learning challenges for every child.

Objectives of the SEND policy

1. All staff and governors at St Leonard's Primary School will endeavour to make provision for vulnerable children, those with SEN or those who are disabled.

The SEND Policy will contribute towards meeting these objectives and will be achieved by:

- Promoting inclusion, this is reflected in our policies, planning, curriculum provision and delivery, recording and reporting procedures.
- Admitting all children to the school on the basis of the school's published admission procedures and welcoming all children, including those with SEN.
- Promoting equal opportunities for children
- Enabling all children to be offered access to broad, balanced and relevant curriculum, with the maximum degree of social and educational inclusion.
- Recognising and celebrating the achievements of all children.
- Identifying as part of the School Improvement Plan resources to implement the identified policy and procedures and evaluate its implementation (as finances allow).
- Ensuring that all children have access to a balanced and relevant curriculum following the principles outlined in the Inclusion Statement National Curriculum in England 2013.
- Enabling teachers to make appropriate provision for the children through the provision of appropriate support, information and advice.

- Ensuring strategies are in place to identify children's needs and put in place an appropriate differentiated curriculum and where necessary individual support programmes.
- Developing a relationship between parents, children and the school, in which each has an active role to play in the education of SEN children.
- Ensuring that through positive behaviour management all children are enabled to learn within a safe and caring environment.
- Developing a wide community involvement in SEN through multi-agency partnership and other initiatives for the benefits of children.
- Ensuring that the school achieves the Staffordshire Dyslexia Friendly Schools Initiative.
- Enabling staff to attend training to meet the needs of individuals and groups.
- Monitoring and evaluating regularly for Inclusion.

2. Responsibility for co-ordination of SEN provision

The Inclusion Leader has responsibility for coordinating the day-to-day provision of education for children on the SEN list, with The SEN Link Governor providing support and assistance as a 'critical friend'.

3. Arrangements for co-ordinating SEN provision.

SEN provision is determined by need. At St. Leonard's Primary School we have a SEN Register and an additional monitoring register in order to meet the needs of all children through interventions and additional TA support as required. There are respective roles and responsibilities of the Governors (primarily the SEN Link Governor), Headteacher, Inclusion Leader and Class Teachers in providing for children with additional and/or special educational needs.

4. The Role of the Governors

St. Leonard's Primary School's Governing Body has important statutory duties towards children with Special Educational Needs:

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN children.
- The Governors ensure that objectives are set for SEN in the School Improvement Plan.
- Through the school's self-review process and evaluation of the SIP, Governors monitor the effectiveness of the school's SEN policy and provision.
- All Governors are kept informed of the school's SEN provision on a termly basis.
- The Governing Body will report annually to parents on the schools SEN Policy and practice.
- The named Governor for SEN in this school is Mrs Lesley Howell.

5. The Role of the Headteacher

The Headteacher has the responsibility for:

- Day-to-day management of all aspects of the school's work, including the provision for children with Special Educational Needs.
- Keeping the Governing Body informed of SEN issues and practice.
- Working closely with the Inclusion Leader.

6. The Role of the Inclusion Leader

The Inclusion Leader has responsibility for:

- The day-to-day supervision of the SEN Policy.
- Advising and liaising with the Headteacher and staff (both teaching and non-teaching) concerning SEN issues.
- Meeting the identified needs of a child on the SEN or Monitoring Registers.
- Maintaining the SEN and Monitoring Registers and developing effective record keeping.
- Ensuring parental involvement in decision making about children with SEN.
- Providing appropriate resources to meet the special educational needs of identified children (as finances allow).
- Liaising with outside agencies.

7. Admission arrangements

The admission arrangements for children with SEN are generally the same as for other children who apply for a place at St. Leonard's Primary School, which are published in the school's prospectus. In addition, in line with the 2002 Disability Act, the school will:

- Not treat children less favourably, without justification, for a reason, which relates to their disability.
- Take reasonable steps to ensure that a disabled child at our school is not placed at a substantial disadvantage compared to other children, but there is no duty to alter or remove physical features or to provide auxiliary services or aids.
- Plan strategically for and make progress in improving the physical environment for disabled children, to increase their participation in the curriculum and improve ways in which written information is provided about the children. (However, the measures that the school employs to effectively meet the needs of disabled children, will be dictated by the finances available and what can reasonably be achieved within the restrictions this may impose.) The SEN Code of Practice 1.33 - 1.36 covers school admissions and inclusion.

8. Specialist SEN provision.

St. Leonard's Primary School is an Inclusive School and through differentiated lesson plans, intervention programmes and specialist resources we support all of our children with SEN.

9. St. Leonard's Primary School is fully compliant with DDA requirements and has a DDA plan. Our grounds and activities (including extra-curricular) are all fully accessible to children with SEN.

10. Allocation of resources for vulnerable pupils, those with SEN or who are disabled. Resources are allocated for vulnerable children, those with SEN or who are disabled children. St. Leonard's Primary School is funded to meet the needs of all children

through its main budget, but is additionally funded to support provision for special educational needs through:

- Deprivation and underachievement factors based on the number of children receiving free meals and those underachieving on entry.
- Funding for specific children to meet their assessed needs.

11. Identification and review of pupil needs.

The parents/carers of children who have a learning difficulty, which calls for provision to be made for them, will be informed of their child's special educational need. The child's lack of adequate progress may be indicated by:

- Little or no progress, despite the use of targeted teaching approaches.
- Working at levels significantly below age group expectations, particularly in literacy and numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

Once a child has been identified as having SEN, the school will intervene, using the graduated approach described in the "Code of Practice 2014".

The first stage of the process, when staff identify that a child has extra needs- teachers in consultation with the Inclusion Leader, devise interventions additional to or different from those provided, as part of the school's usual differentiated curriculum.

Teachers will remain responsible for working with children on a daily basis, supported by their TAs and an individual intervention or group intervention will be planned and delivered.

The Inclusion Leader will take the lead in:

Planning future intervention for the children in discussion with colleagues.

- Monitoring and reviewing the action taken

The second stage of the process where:

- Inclusion Leader and staff, in consultation with parents/carers, asks for help from external agencies.
- School finds funding to help with the individualised teaching of children at this stage.
- Teachers and Inclusion Leader are provided with advice or support from outside specialists.

The Inclusion Leader should take the lead in:

- Arranging for further assessment of the child.
- Planning future interventions for the child, in discussion with colleagues.
- Monitoring and reviewing action taken.

SEN Statements are being replaced by Educational Health Care Plans for young people up to 25 years.

12. The school's ability to work in close cooperation with other agencies to foster multi-agency work.

- Annual evaluations of the success of policy targets in the School Improvement Plan (SIP).
- Identification of priority targets for SEN to be included in the annual SIP cycle.

13. Inclusion of vulnerable pupils, those with SEN or who are disabled.

Vulnerable children, those with SEN or who are disabled engage in the activities of the school with other children through differentiated activities and through a variety of teaching styles (visual, auditory and kinaesthetic).

14. Evaluating the success of provision.

The governing body will evaluate the success of the education that is provided by the school. As part of the evaluation for school effectiveness the Inclusion Leader and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of children with SEN. Success factors will include:

- Early identification of children with SEN.
- Taking children's views and opinions into account.
- The school and parents/carers working together in partnership.
- Interventions and SEN provision are regularly reviewed and evaluated via individual progress and data collection.

15. Complaints procedure.

There are arrangements so the Governing Body can deal with complaints of parents/carers of vulnerable children, those with SEN or who are disabled concerning the provision made at school are as follows:

- Complaints regarding SEN provision should be first addressed in the first instance to the Inclusion Leader. A meeting will be arranged to meet the complainant, where the matter will be discussed and decisions made as to how to proceed.
- In the case where an agreement cannot be reached, the complainant will be referred to the Headteacher.
- In the case where an agreement cannot be reached, the complainant will be referred to the SEN Link Governor.
- If the complaint is still unresolved, it may be referred to the Chair of Governors.
- If all procedures fail to resolve the issue satisfactorily, a formal complaint concerning special needs may be registered with the LEA.

16. In-service training.

Arrangements are made by the Governing Body for in-service training for staff in relation to vulnerable children, those with SEN or who are disabled, when appropriate.

17. Links to support services.

Use is made of teachers and facilities from outside the school, including links with support services for vulnerable children, those with SEN or who are disabled are vital if we are to see the most effective assessment.

18. Working in partnership with parents/carers.

The school works in partnership with parents/carers of vulnerable children, those with SEN or who are disabled, when appropriate.

19. Links with other schools.

St. Leonard's Primary School has links with other schools, including special schools.

Transition from other schools to and from St Leonard's Primary School, for children identified with SEN will include:

- Liaison between the Inclusion Leader at St. Leonard's Primary School and the SENCO's at the other school.
- Transference of records between the two schools.
- For children with a statement of SEN, a transitional review will take place in the year prior to transfer. The cooperation between the schools is vital if we are to secure the most effective assessment, intervention and deployment of resources for children with SEN.

20. Links with other agencies and voluntary organisations.

St. Leonard's Primary School has links with child health services, social services and educational welfare services and voluntary organisations which work on behalf of vulnerable children, those with SEN or who are disabled.

The cooperation between the school, the LEA, the Health Services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for children with SEN. These services include:

- School Health Service
- Educational Welfare
- Social Services
- Child and Adult Mental Health Services (CAMHS)
- Voluntary Services, e.g. Barnardos
- Any other agencies

The SEND Policy will be reviewed and updated as and when necessary by the Inclusion Leader, in consultation with the Headteacher and Governing Body.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.