

Individual Needs and Disability Policy

Statement of Belief

God has made each one of us unique with different giftings, and we see each child as special to God and to us.

"For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made. Your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, your eyes saw my unseen body. All the days ordained for me were written in your book before one of them came to be." Psalm 139 vs 13-16.

"There are different kinds of gifts, but the same spirit. There are different kinds of service, but the same Lord. There are different kinds of working, but the same God works all of them in all men." 1 Cor. 12 vs 4-6.

All children are individuals and have varying needs throughout their time at Emmanuel School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that "every teacher is a teacher of every child or young person including those with SEN" (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers are responsible for the learning and progress of all children. The school's SENCo supports teachers and pupils with additional provision and strategies to ensure all pupils make progress.

Statement of Intent

Emmanuel School is committed to making every effort to meet each child's individual needs including those who need additional support.

It is our intention to

- Provide appropriate education for children of all academic abilities.
- Raise the achievement of all children
- Promote the self-esteem and motivation of all children
- Listen to children's views and involve them in planning their education
- Work in partnership with parents

It is our desire to foster an attitude of appreciation of each child's gifts, so that they recognise that their gifts are God-given and are for the good of the whole community.

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities.

Policy Objectives

- To identify as early as possible those pupils with SEN and the nature of their needs.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.

- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEN.

The school uses **ASSESS – PLAN – DO – REVIEW**

ASSESS - Identifying SEN Children

Using observations, assessments and discussions with parents, class teachers will highlight any pupils giving cause for concern. They will complete an individual needs concern form and discuss the concern and needs of the pupils in their class with the SENCo. Consideration will be given to the academic achievement of each pupil; the progress made by each pupil including the behaviour in school and reported behaviours from home.

Where children are identified as making less than expected progress for their age and ability the SENCo and class teacher will consider Targeted Support.

“less than expected progress will be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child’s previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap”*

(SEND Code of Practice 0 – 25, 2014, p95)

A pupil will be deemed to have Special Educational Needs “where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” *(SEND Code of Practice 0 – 25, 2014, p94)*

A pupil’s Special Educational Need will be identified in discussion with *the class teacher*, parents and, where appropriate, with pupils.

PLAN

Where a pupil is identified as having a Special Educational Need or Disability, support will be put into place as follows;

1. their needs will be categorised into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

2. The class teacher and SENCo will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a termly basis.

3. The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an SEND Pupil Profile (see Appendix 1). This will be reviewed on a regular basis.

DO

- The class teacher will remain responsible and accountable for the progress and development of the pupil.
- The class teacher will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils in consultation with the SENCo
- The SENCO will keep records of the progress made through the targeted support and will monitor any additional resources that may be needed.

REVIEW

Regular feedback and consultations will take place between class teacher and the SENCo .

Following review meetings between the class teacher and parents, the SENCo will review the impact of the strategies being used and targets on the Pupil Profile. Where adaptations are required the SENCO and class teacher will discuss these and make adjustments to the Pupil Profile. It may be decided that further investigation is required by the SENCo in identifying specific difficulties.

Where the SENCo and class teacher, in consultation with parents, feel that further advice or input is required, the SENCo will refer the child to the schools individual needs consultant and other options may be considered e.g. an EHCP request. In the EYU this may also involve outside agencies such as the Early Years Intervention team or speech and language specialists being brought in.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing the SENCo to measure the impact of the Pupil Profile targets on the progress of children

Identification and Assessment Arrangements

Unless a child has previously identified needs before entry, the procedure outlined above will apply.

Admission Arrangements

All applications from parents for admission are considered equally (see admissions and equal opportunities policies). We shall liaise with parents and other professional agencies to endeavour to supply the appropriate support and facilities for children with particular needs or disabilities.

The SENCO will have responsibility for:-

- The day-to-day operation of the SEN policy, co-ordinating the provision and resources for children with SEN
- Ensuring liaison with outside agencies and schools when transfers take place
- Maintaining a SEN register and co-ordinating record-keeping of children with SEN. This will include copies of Pupil Profiles, EHCPs, and any advice or information from outside agencies. It will also include the category of need which best describes the pupils' needs
- agrees all Pupil Profile targets, including strategies and provision, and monitors books and planning to check Pupil Profile targets are being taught
- Ensuring all staff are aware of the needs of the children with SEN in their class and their responsibility towards them. The SENCo will also support colleagues to enable them to provide for the children's needs.
- Works closely with parents/specialists
- Determine with the Head and Governing Body the strategic development of SEN policy and provision

Supporting Pupils at School with Medical Conditions

Emmanuel school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

These children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as the special educational provision the SEND Code of Practice 0 – 25 (2014) followed.

Transfer Arrangements

The school is aware of the need to communicate with schools or nurseries from whom we receive children or to whom we transfer children. We will endeavour to ensure that all information received is noted and acted upon and that any information we have is passed on to the setting which will provide the child's next stage of education. Where necessary the SENCo will, support parents through a transition by discussing their child's specific requirements and will discuss the development of strategies for dealing with the changes.

Monitoring and Evaluation of SEND

The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. They will ensure:

The effectiveness of the school in meeting all children's SEN

- Any child's SEN are identified early
- Targeted support and Pupil Profile targets comply with best practice
- The wishes of the child are taken into account
- Pupil Profiles are reviewed regularly
- Equal access to school activities for all pupils

The Governing Body will receive a report from the SENCo and the governor responsible for SEN.

Success Criteria

The criteria which will be used to judge the success of the school's Special Educational Needs Policy are:

- Feedback from parents and other agencies.
- The child's progress as indicated by their records.
- A change in the degree of support needed by the child.

Complaints Procedure

Any complaints regarding the implementation of this policy should be addressed to the Head Teacher following the Schools complaints procedure. Parents wishing to make a complaint regarding an LA decision for a statutory assessment or assessment for EHCP will need to follow LA guidelines

Appendix 1

This policy complies with the statutory requirement set out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Teachers Standards 2013

SEND Pupil Profile

Name				Insert/Stick Pupil Photo Here
DOB		Year Group		

Pupil SEND Information	
Additional Needs Identified:	'Pupil Voice' – Areas of Strength:
Medical Diagnosis:	'Pupil Voice' – Areas for Development:
External Agencies Involved:	Support in Place in School:
Targets:	