



# **GOVERNORS OF STAR PRIMARY SCHOOL**

## **Special Educational Needs and Disability Policy**

### **School Mission Statement:**

*At Star Primary School we believe that everyone is equally loved and accepted.*

*Acknowledging the diversity of our community, we...*

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*

By order of the Governing Body of Star Primary School

(Signed) \_\_\_\_\_ Dated \_\_\_\_\_ (Head Teacher)

(Signed) \_\_\_\_\_ Dated \_\_\_\_\_ (SEND Link Governor)

**Policy Date: March 2017**  
**Review Date: March 2018**



## **Inclusion Quality Mark Flagship**

*'The most impressive thing of all at Star Primary is the high level of good-natured and empathetic care with which the head teacher, senior leadership team and staff body manage every communication with every child and family member. The first sentence of the most recent Annual Report states: 'At Star Primary School we believe that everyone is equally loved and accepted', and as a visitor with time to observe practice and talk to professionals, children and parents, that is how it feels..' Sue Rush (IQM, April 2016)*

### **Introduction:**

The SEND Code of Practice became statutory in September 2014, it gives guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special education needs (SEN) and disabled children and young people. A 'young person' in this context is a person cover compulsory school age and under 25.

Star Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them and to be fully included in all aspects of school life.

In our school, we aim to offer excellence and choice to all our children, whatever their ability, needs, race or religion. We have high expectations of all our children and we aim to achieve this through the removal of barriers to learning and participation.

### **We respect the fact that children:**

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

### **We respond to children's needs by:**

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all

their senses and of varied experiences

- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and take part in learning effectively and safely
- Helping individuals to manage their emotional needs particularly trauma, stress or anger and to take part in learning

### **Definition of Special Educational Needs**

Children have special educational needs if they have a learning and/or physical difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 education authority.

However, it should be noted that children will not be regarded as having a learning difficulty solely because the language or form of the language of their home is different from the language in which they will be taught.

A child is disabled if he/she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently disabled by illness, injury or congenital deformity or such other disability as may be presented.

### **Categories of SEN**

It is not always possible to categorise a child's difficulty and it may be a temporary or permanent manifestation of some other underlying cause but we have listed some examples of difficulties or areas which would lead us to consider in identifying a child as having special educational needs (SEN). These difficulties may occur singly, or in any combination, or may not be obvious at all.

**The four areas are:**

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

### **The purpose of the Graduated Approach is:**

- To access their needs in school or seeking advice from other agencies.
- To provide intervention on a gradual basis as and when necessary to meet increasing needs.

- To reduce the range, type and intensity of interventions if and when a child makes adequate progress.

### **Identification: Raising a concern**

The class teacher and the SENCO (Nicole Putscher) review the strategies being used and monitor the progress of the child. If the child is not making adequate progress, and if the child requires help over and above that which is normally available within the particular class or subject, the child is on the SEN support register.

### **SEN SUPPORT**

When a child is placed on SEN Support Register the following procedure will be followed:

- Information will be collected from the class teacher and any external agencies/ professionals working with the child in health or social services.
- Parents are informed of the child's special educational needs.
- The class teacher remains responsible for working with the child on a daily basis.
- SENCO and other agencies take the lead in carrying out any further assessments needed, planning future support and monitoring and reviewing the action.
- The parents and the child are involved in the discussions around a child centred plan and outcomes of any other agencies reports

### **HIGH NEEDS FUNDING**

For Children with High Needs Funding the SENCO will lead the development of a Pupil Profile for the children in one of the following areas:

- autism
- complex learning needs
- speech and language difficulties
- social, emotional and mental health difficulties

The progress is regularly monitored and reviews are held half-termly, termly, annually or as appropriate. All relevant school staff, external agencies/specialist and parents are invited to the review meetings. The review is around a child centred approach where the child will contribute to the meetings. At the review meeting, the progress of the child will be discussed and new targets will be agreed.

### **EDUCATIONAL HEALTH AND CARE PLANS (EHC)**

Children who currently have a statement will be transferred over to Educational, Health Care Plans (one year transition period).

For some children with complex needs even the wide range of services available in school is not enough to help them achieve their full potential. If your child is still not making progress, even with support from school, you can ask us to assess him or her for an education, health and care (EHC) plan. An EHC plan is a legal document which describes your child's needs and entitlement. It sets out the education, health care services needed to meet those needs and the type of education place that would best suit your child.

To ask for an assessment, write to Newham at:  
SEN Section  
London Borough of Newham  
Newham Dockside  
1000 Dockside Road  
London  
E16 2QU

### **Termly review**

The progress of children with SEN is regularly monitored and reviews are held termly or as appropriate. All relevant school staff external agencies/specialists and parents are invited to the review meetings. Where appropriate, the child will also be invited to attend and contribute to the meetings. At the review meeting, the progress of the child will be discussed and new targets will be agreed.

### **Annual review**

The progress of children with SEN is monitored yearly or as appropriate if evidence, documentation or new information present. Annual Reviews for children who receive High Needs Funding their progress is regularly monitored and reviews are held annually or as appropriate where new evidence presents. All relevant school staff external agencies/specialists and parents are invited to the review meetings. Where appropriate, the child will also be invited to attend and contribute to the meetings. At the review meeting, the progress of the child will be discussed and new targets will be agreed.

### **Governing Body**

The Governing Body has a statutory responsibility towards pupils with special educational needs as stated in the DFE Code of Practice. The named Governor for SEND in our school is *Mrs D Tatnell* and she meets with the Head Teacher and the SENCO on a regular basis to discuss matters relating to SEN. The school's annual report includes a report containing information about the implementation of the Governing Body's policy for pupils with special educational needs.

### **Complaints Procedure**

If there is a complaint related to SEND provision within the school, the following procedure will be adopted:

- Parents are encouraged to discuss the problem with the class teacher
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the year group leader
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Special Needs Co-ordinator.
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Assistant Head Teacher
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Deputy Head teacher of the phase.

- The class teacher may or may not be present at this meeting. The Headteacher would be present if requested at this meeting or the matter may be reported to the Headteacher, if the problem is unresolved.
- If the parents continue to be dissatisfied, then they should complain in writing to the Chair of Governors. They also have the right to discuss their problem with an LA representative, with or without members of the school staff present.

Every effort is made to resolve any dispute satisfactorily within the school.

**The following documents will answer any further questions.**

1. **The SEND Information Report**
2. **School Offer**
3. **Local Authority Offer ([www.newham.gov.uk](http://www.newham.gov.uk))**
4. **Single Equality Policy**