



Wigton Moor Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Principles

The staff at Wigton Moor Primary School are committed to the inclusion of all pupils. We therefore aim to:

1. To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEND and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice July 2014.
2. To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
3. To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours
4. To ensure that all our pupils are involved in decisions made about them and their education
5. To ensure that we involve our parents in school life and keep them informed about their children's progress.

Introduction

A child has special educational needs if he or she has learning, emotional or behavioural difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability, with either prevents or hinders the child from making use of education facilities of a kind provided for children of the same age in schools within the area of the local authority.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.



Objectives of the Policy

This policy follows the SEND Code of Practice (2014) and complements the schools mission statement, values, aims and purposes for the school curriculum. All pupils at Wigton Moor school are entitled to access to a broad, balanced and relevant curriculum whatever their individual needs.

All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.

All pupils with SEND are fully included in the educational and social life of the school. Parents/cares are involved as partners.

All pupils with SEND are actively involved in their own learning.

The school will work in partnership with Governors and stakeholders and so maintain positive regular two way communication between school and any outside agencies that may need to be involved with provision.

Responsibility for Co-ordination with SEND Provision

The governing body, in co-operation with the Headteacher, is responsible for the school's general policy and approach to provision for pupils with SEND.

The Headteacher has responsibility for the day-to-day management of all aspects of SEND provision.

The SENCo, working closely with the Headteacher, has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

Currently the SENCo is Mrs. Gillian Dudley.

The Governor with responsibility for Special Needs is Anne Gibson

Arrangement for Co-ordinating SEND Provision

The SENCo will

- work in partnership with colleagues, parents/carers,. Pupils and outside agencies to set, monitor and review short-term objectives on individual education/behaviour/support plans (e.g. IEPs, IBPs, PEPs, PSPs, etc)
- oversee the records of all pupils with SEND
- together with class teachers and co-ordinators, monitor pupil achievement and proactively use this information to inform planning
- create opportunities in discussion with relevant staff to provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND
- liaise regularly with parents/carers of pupils with SEND
- liaise with external agencies in matters relating to pupils with SEND
- encourage parents/carers to discuss problems concerning their child with either class teacher, SENCo or Headteacher



Admission Arrangements

The school has a policy for admissions. This includes guidelines for the admission of pupils with SEND.

Facilities for Pupils with SEND or who are Disabled

The school has an accessibility plan and is working towards improving accessibility to the buildings and grounds. See Accessibility Plan (2014).

Allocation of Resources for Pupils with SEND

Support will be allocated through use of available funding (FFI and the whole school SEND budget) to meet the needs of pupils.

Staff have access to SEND resources located in the Learning Mentor's room. .

The SENCo co-ordinates the identification, assessment and monitoring of pupils with SEND. Staff refer children to the SENCo for assessment. Children on the Special Needs Register have their IEPs monitored and reviewed at least twice a year by those staff who work with the pupils.

Pupils who are identified as having SEND and are receiving support that is 'additional to or otherwise different from the educational provision made generally for children of their age' are recorded on the school SEND Register.

IEPs, IBPs, PEPs, PSPs, etc. will be used to plan programmes and monitor and review progress for those on the SEND Register in line with the guidance in the SEND COP, 2001.

The SENCo has time for managing and co-ordinating SEND provision.

Staff are kept informed and updated about all SEND issues and pupils on the SEND Register by staff meetings and meetings with individual SNAs, / TAs when necessary.

Access to Curriculum

We are committed to principles within the National Inclusion Statement in that we always strive to

- set suitable learning challenges
- respond to pupils' diverse and individual needs
- attempt to overcome potential barriers to learning and assessment

The curriculum for pupils with SEND can be flexible and is differentiated, responding to the needs of the child.

Teachers, TAs, SNAs, LMs etc work together to maximize effective access. Our teachers ensure that SEND pupils can access the school's curriculum.

Inclusion of Pupils with SEND



It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad, balanced and rich curriculum.

In line with the Disability Discrimination Act 1995 (as amended by the SEND and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we endeavour to :

- not treat current and prospective disabled pupils less favourably
- make reasonable adjustments, as appropriate

Evaluating the Success of Provision for Pupils with SEND

The Governing Body, in partnership with the SENCo and other colleagues, will monitor and evaluate the success of SEND provision for pupils with SEND in a variety of ways

- the numbers of children on the Special Needs Register
- the rate of progress using the targets set out in IEPs and the school tracking system provided by the Assessment Co-ordinator.

Complaints Procedure

Wigton Moor Primary School aims to involve parents at every stage of their child's SEND provision. We encourage parents to discuss problems with the class teacher, SENCo and Headteacher.

Should a parent/carer decide to make a formal complaint, the school will follow the procedures currently laid down by the LEA. A copy of the LEAs complaints procedures is available from the Headteacher, upon request.

School Improvement and Continuing Professional Development

We regularly self-evaluate our inclusion and SEND strengths and weaknesses to identify areas for development/improvement. Priorities are identified and built into the School Improvement Plan, when appropriate.

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff can effectively meet the needs of pupils.

School based, Leeds City Council or outside agency training for SEND is arranged when needed.

Links to Support Services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships are developed with Leeds City Council Services and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.



Working in Partnership with Parents and Carers

We welcome and encourage all parents and carers to participate in their child's educational progress from the outset seeing them as equal partners and the first educators of their children. We will endeavour to foster effective partnerships, valuing parents' and carers' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Parent Partnership Service).

Links with Other Schools

We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools. Wigton Moor Primary School is part of the Alwoodley Cluster.

We endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school. We liaise with the other schools in order to give accurate information, including reports from external agencies, about the pupils' achievements and progress. For Year 6 SEND pupils, High School SENCOs and support staff are invited to final reviews.

Links with Other Agencies, Stakeholders and Voluntary Organisations

We work collaboratively with other agencies, stakeholders and organizations in Leeds to put the pupil and their parents or carers at the centre of our work.

Summary

It is the school's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of children with SEND through raising achievement and enabling participation in the full life of the school. This policy will be reviewed on an annual basis as part of the school's self-evaluation programme.

Gillian Dudley
SENCO

Dated: January 2015
To be reviewed: January 2017

