



Edale Rise Primary and Nursery School
SEND Policy

At Edale Rise Primary and Nursery School we believe that every child should: -

feel safe and enjoy being a child in school
be valued and respected and show respect for others
be encouraged to develop their full potential intellectually,
emotionally, socially and physically
experience a broad and balanced curriculum at the appropriate level

This policy is a statement of the school's role in providing for children with SEND.

Every Class Teacher should take responsibility for: -

the needs of all their children and should be given appropriate help and support in order to provide for children with special needs
the initial identification of need in liaison with the Inclusion Leader and through the Class Conference process
planning and organising differentiated curricula, activities and resources, which address the needs of individual children.
using Individual Provision maps for SEND children to set targets and monitor progress
writing and reviewing Class Provision Maps for all interventions.
participating in the review process of the Provision Map with the Parents, children, SENCO, Support Staff and outside agencies if appropriate
working in partnership with parents

The Special Educational Needs Co-ordinator is Mrs Sue Pawluk. Her principal responsibilities are as follows:

liaise with Link Governors to monitor and evaluate the quality of provision in school
keep up-to-date records of all children with special needs, ensuring relevant action is being taken in school and that outside agencies are being involved if appropriate.

co-ordinate a whole school approach to the provision of education for pupils with SEND, through liaison with and support for Class Teachers in their identification and planning for children with special needs.
monitor the impact of interventions through observation and liaison with Support Staff, taking into account pupil outcomes
liaise with external agencies including the Educational Psychology Service, Inclusive Education Service, Medical Services, Social Services, Speech Therapy Service, Voluntary Bodies and other support services
maintain own awareness of current developments in special needs and contribute to the professional development of staff

Admission Arrangements:

The Admissions process for children with SEND is the same as that followed for all children. The exception is for children who require a phased admission into school.

Allocation of Resources:

The Head Teacher, in liaison with the Inclusion Leader, has responsibility for the management of resources for SEND.

They will determine the use of resources, staffing levels and staff development. Funding for special needs may be used to provide staffing or resources. Higher Level Need (HLN) Funding is used to support individually named children by Teaching Assistants and specialist equipment and training.

There is also a Disability Access Plan in place, a copy of which is attached as an appendix to this SEND policy.

Curriculum access:

Children with SEND are included in normal classroom activities and have access to a broad and balanced curriculum, based on the Early Years Foundation Stage and the National Curriculum with appropriate in-class support. There may also be individual and small group support.

Assessment:

Pupils' needs are identified at termly Class Conferences.

Assessments and further observations may be carried out by the Inclusion Leader or HLTA.

Where appropriate, children may be referred to outside agencies for further assessment.

Pupil participation:

Children who are capable of forming views have the right to receive and make known information to express an opinion and have that opinion taken into account. Children will be encouraged to be involved in setting their targets and evaluating their progress.

Assistance and External Support:

Inclusive Education Service staff
Education Welfare Officer (EWO)
Educational Psychology Service
Medical Services/School Nurse
Social Services
Speech and Language Therapy Service
Behaviour Support Service
Voluntary Organisations

SEND professional development is carried out through:

Staff Meetings
In-Service Training Days
SENCo Network meetings (Trust and LA)
Access to Courses
Dissemination of relevant literature

Complaints about SEND provision:

The school has a Complaints Policy and all complaints about SEND provision and procedures will be carried out in line with this policy. A copy of the policy may be found on the school website, or obtained from the school Office.

Arrangements for reviewing, monitoring and evaluating this policy:

The effectiveness of this policy will be reviewed bi-annually by staff, the Senior Leadership Team and by relevant members of the Governing Body. Interim amendments may be made to reflect current practice and local or national developments.

Signed:

Date:

Reviewed: October 2017

Date of next review: October 2019

Appendices attached: -

Disability Access Plan

Statement on specific learning difficulties (Dyslexia)