

WHITLEY CHAPEL CHURCH OF ENGLAND CE FIRST SCHOOL  
SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION (SEND) POLICY

Whitley Chapel Church of England VA First School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The staff, Governors and parents work in partnership to create an environment in which everyone feels valued and is encouraged to realise their full potential. We are an inclusive school and are dedicated to supporting children with Special Needs and Disability (SEND). Pupils with SEN and/ or a disability in our school have an equal entitlement to fulfil their optimum potential along with their peers, and are given priority in our School Admissions policy. We aim to ensure the wellbeing of all pupils so that they are able to access the curriculum and learn within an environment sympathetic to their learning style.

The principle of inclusion is embraced in every aspect of school life; personalised teaching and learning approaches; access to ICT; flexible learning pathways; out of school learning activities; assessment for learning which engages pupils in having a say about their progress; additional intervention and provision for SEND. We are continually working to develop effective partnerships with professionals in Health and Social Services, parents and the community.

### Provision for SEND

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The SENCO (Special Educational Needs Coordinator), Miss Morgan, coordinates provision across the school. In partnership with the Class teachers she seeks to:

- Develop effective ways to overcome barriers to learning
- Provide targeted provision interventions and keep provision records
- Monitor teaching, standards, evaluate provision, set targets and aim to secure high quality teaching for children with SEND
- Ensure appropriate assessment of provision for pupils with SEND and track progress
- Provide data analysis for value added progress
- Procure and commission services and resources
- Manage communication and information sharing
- Have an up to date Legal Knowledge of SEN and disability rights including the Equality Act 2010
- Provide training and support for staff and parents. Manage Continued Professional Development (CPD)
- Ensure the school has access to necessary skills to support children and staff
- Manage the financial deployment of SEN budget
- Manage Teaching Assistants who deliver support

- Liaise frequently with teaching staff, teaching assistants and other specialists within and across a network with other SENCOs, to support and deliver personalised learning and inclusive practices
- Organise review meetings and prepare all necessary paperwork associated with SEND

## It is essential that those teachers and teaching assistants with responsibility:

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- Work to fulfil the commitments of their job descriptions
- Work to develop inclusive practices within classrooms
- Communicate concerns with the SENCO
- Liaise with professionals in Education, Health and Social Services, as appropriate
- Contribute to the evaluation of provision
- Ensure a knowledge of targets and learning objectives for individuals and evaluate outcomes

## Identification, monitoring and support

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The initial identification of children with SEND will be the result of concern raised by staff, parents or carers. SEND may arise from educational, medical, emotional or behavioural difficulties about the child's level of academic, emotional or social ability. Early identification is crucial. If you are concerned:

1. Inform the SENCO
2. Complete identification documentation
3. Arrange a time to talk with parents and SENCO
4. At meeting make a decision as to whether it is necessary for the child to be placed on the SEND register. Notify parents/carers
5. The SENCO will then advise next steps and arrange for further assessment, referral and provision as appropriate

**Provision at wave 1-** Inclusive whole class practice. Quality teaching

**Provision at wave 2-** Small group intervention (noted on provision maps)

**Provision at wave 3-** Specific targeted and often multi-agency approaches for children needing an individual approach

Where a child has demonstrated significant cause for concern the school will, with the agreement of parents, request a statutory assessment by the Local Authority. Please refer to the Code of Practice (2014) for details relating to stages of provision.

The school uses provision mapping as a succinct method to show the range of additional and different provision made available to SEND pupils on the graduated response of the SEN Code of Practice. Our provision maps are used to complement Individual Support

Plans for children with statements and Education and Health Care Plans (EHCP's) and those children who require wave 3 support. It also identifies provision for Gifted and Talented pupils and Children learning English as an Additional Language and low achievers. The provision map is evaluated each term and is continually updated to respond to need.

## The Governing Body

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The governing body will ensure children with SEND or particular individual needs will be admitted to the school in line with the school's agreed admissions policy. A named SEND Governor is appointed to monitor and report on SEND provision.

**Date of Policy:** May 2017      **Next Review:** May 2018