



Federation of
Great Ellingham Primary School &
Rocklands Community Primary School



Special Educational Needs and Disability Policy

Policy Status:	Statutory review by the Federated Governing Body
This Policy was agreed in:	October 2018
It will be reviewed in:	October 2019
Executive Headteacher:	Mrs Julie Dekker
SENDCo:	Mrs Heather Ware

Please also see the schools' websites for further policy information and how this policy is implemented: <https://www.greatellingham.norfolk.sch.uk/additional-needs> and <https://www.rocklands.norfolk.sch.uk/additional-needs>

Our Vision:

Every child will be nurtured and inspired to reach their full potential in becoming an inquisitive learner who aspires to achieve excellence and become a confident member of the community.

Our Ethos:

A happy, family-style community in which all individuals respect and value each other whilst working together.

Our Values:

- Respect for the rules, democracy and law
- Concern for individuals' feelings through mutual respect
- High aspirations: high attainment
- Quality teaching and excellent behaviour
- Honesty, integrity and tolerance
- A respect for all faiths and beliefs
- Protecting our environment, the village and the community
- A healthy lifestyle for all

If you need this document in large print, audio, Braille, alternative format or in a different language please contact the School Offices on 01953 453342 (Great Ellingham School) and we will do our best to help. Or 01953 483369 (Rocklands Primary School)
Policy Consultation & Review This policy is available in hardcopy from the school office on request.

Executive Headteacher:
Mrs Julie Dekker B.Ed (Hons), NPQH
Email: office@rocklands.norfolk.sch.uk office@greatellingham.norfolk.sch.uk
Rocklands: 01953 483369 Great Ellingham: 01953 453342

The policy is provided to all staff and should be read in conjunction with the following policies:

- Teaching and Learning Policy
- Assessment and Reporting Policy
- SEND Information Report
- Accessibility Plan

Contents

1. Rationale
2. Objectives
3. SEN - Areas of Need
4. Implementation of the Policy
5. Reviewing the Policy
6. Useful Links
7. Glossary of Terms

1. Rationale

In our Federation we are committed to inclusive practice and aspirational outcomes which encourage all learners to achieve their full potential, in 'becoming an inquisitive learner who aspires to achieve excellence' .

We acknowledge that some children will have special educational needs and disabilities (SEND) at some time in the school career. The Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they: achieve their best become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We believe that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. Teachers are responsible for the progress and development of the pupils in their class. High-quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have SEN.

Your child's teacher will put in place specific strategies in consultation with the SENDCO so that your child is fully involved in learning in class. This may involve using more practical learning, or providing different resources adapted for your child. Any additional support will target the area of difficulty and may be provided in class, on a 1:1 basis or within a small group. The 'intervention' may be run by a teacher or a teaching assistant who is fully trained to deliver specific interventions to small groups and individual pupils. All staff have due regard to general duties to promote disability equality. Our school strives to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet the students diverse learning needs
- remove the barriers to assessment and learning

This will enable all children to have equal opportunities to take part in all aspects of the school's provision, through a broad and balanced curriculum that is relevant, differentiated which enables all pupils to make expected or above progress.

To comply with the SEN Code of Practice (May 2015) the governing bodies of maintained schools have a legal duty to publish information about the SEN provision on their school website. This information will be updated annually. This report is linked to the Norfolk Local Authority Local Offer <https://www.norfolk.gov.uk/children-and-families/send-local-offer> (also see Useful Links below).

2. Objectives

Provision for students with SEN is a whole school matter. In line with the Code of Practice, we will:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN gets the support they need.
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education, alongside students who do not have SEN, in order to maximize their achievement.

- Ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education
- Designate a teacher as a Special Educational Needs Coordinator of SEN provision (SENCo)

3. SEN - Areas of Need

The Code of Practice (2105) outlines four broad areas of Special Educational Need, which at The Federation of Great Ellingham and Rocklands Schools we are committed to supporting:

Broad area of Need	Examples
Communication and interaction	Speech, language and communication difficulties Autistic Spectrum Disorders
Cognition and learning	Moderate learning difficulties Specific learning difficulties: eg dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health difficulties	Autistic Spectrum Disorder Attention Deficit and hyperactivity disorder Attachment disorder Anxiety Depression
Sensory and /or Physical	Visual impairment Hearing impairment Hypermobility Motor skills

It is worth noting that children with some of these needs will experience difficulties in more than one broad area of need and the purpose of identification is to work out what action the school needs to take to support students and is not to fit students into specific categories.

4. Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEN provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.

- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- The quality of teaching students with SEN and progress made by students is a core part of the school's performance management arrangements. Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of students with SEN.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the School's SEN provision and Inclusion overall.
- Involving the Governing Body in the future development and monitoring of this policy.

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

5. Reviewing the Policy

This policy will be reviewed by the governors, Headteacher and SENDCO every year in accordance with the school's review cycle.

6. Useful Links

- Great Ellingham and Rocklands SEN Information Report from these pages:
<https://www.greatellingham.norfolk.sch.uk/additional-needs> ,
<https://www.rocklands.norfolk.sch.uk/additional-needs>
- ??? Accessibility Plan :
 - Norfolk Local Offer Explained <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
 - Norfolk SEND Directory <https://www.norfolk.gov.uk/communitydirectory.gov.uk>
 - Norfolk SEND Partnership: Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) <https://www.norfolksendpartnershiass.org.uk/>
 - Education Health and Care (EHC) Needs Assessment <http://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans>
 - Children and Adolescents Mental Health Service (CAMHS) <https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs>
 - DfE SEND Code of Practice: 0 to 25 Years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

7. Glossary of Terms

ASD	Autistic Spectrum Disorder/Difficulty
CAMHS	Child & Adolescent Mental Health Service
EHC plan	Education, Health, Care Plan
EP	Educational Psychologist
SEN Support plan	Special Educational Need Support Plan
LSA	Learning Support Assistant
TA	Teaching Assistant
SEN	Special Educational Needs
SEND Code of Practice	The legal document that sets out the requirements for SEN
SENDCO	Special Educational Needs and Disability Coordinator
SEND	Special Educational Needs and Disability