

# **TERRINGTON ST CLEMENT COMMUNITY SCHOOL**

## **POLICY STATEMENT FOR PUPILS WITH ADDITIONAL NEEDS AND DISABILITIES**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **The identification of SEN:**

The staff in school know our pupils well. If a pupil shows signs of struggling to access the curriculum and progress is slowing despite the carefully differentiated learning journeys we use in every lesson to make sure all learners can access the lesson, the classteacher will approach a member of the SEND team to seek advice. The classteacher will keep the SEND team informed about the success of the strategies and if the school exhausts their expertise, outside support will be accessed through the Educational Psychologist or School 2 School Support mechanism.

### **The school's approach to SEN support:**

Pupils with additional needs and disabilities are taught in small classes with higher ratios of adult support.

All schools are expected to pay the first £6,000 per pupil from their own budget. If pupil need additional support, the school applies for 'top up' funding which makes up the difference between the £6,000 and the amount needed to fund 1:1 or small group work.

### **How the needs of pupils on the SEN register are managed:**

The Headteacher has overall responsibility for the day to day management of all aspects of the school's work, including provision for children with additional needs and disabilities. She works as part of the school's S.E.N. Team. This team consists of the headteacher (SENCO), school admin officer and teaching assistant with special responsibility for Pupil Premium Pupils, Looked After Children and pupils with additional needs and disabilities. A teacher in training is also part of the SEN team as she was previously the teaching assistant and has a wealth of knowledge about how SEN is managed in school. The Headteacher keeps the Governing Body fully informed through providing a termly report. In addition, the governor for SEN, attends SEN team meetings and provides reports back to the Full Governing Body.

### **Roles and responsibilities:**

Everyone in the school community \_ governors, staff, pupils and parents – has a positive and active part to play in achieving this aim.

- **the governing body**, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with additional needs and disabilities, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- **the governing body** has at least one governor for special needs who has a particular interest in and closely monitors the school's work on behalf of the children with additional needs and disabilities. This governor is also Chair of the school's finance committee.
- **the head teacher** has responsibility for the day-to-day **management** of all aspects of the school's work, including provision for children with additional needs and disabilities. She keeps the governing body informed. At the same time, the head teacher works closely with the school's Special Educational Needs team.
- **all teaching and non-teaching staff** are involved in the development of the school's additional needs and disabilities policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with additional needs and disabilities.
- **the additional needs and disabilities team** working closely with the senior / middle management team and with their fellow teachers, helps determine the strategic development of the additional needs and disabilities policy and provision, and has responsibility for both the day to day **operation** of the school's additional needs and disabilities policy and for co-ordinating provision for pupils with additional needs and disabilities.

All **parents** of, or those who have parental responsibility for, children with additional needs and disabilities are treated as partners, able and empowered to:

- play an active and valued role in their children's education;
- have difficulties identified early and have appropriate intervention to tackle them;
- have knowledge of what they can expect for their child as of right; and
- have access to information, advice and support during assessment and any related decision-making process about special educational needs provision, including transition planning.

To involve **pupils** we:

- ensure they understand the agreed outcomes of any intervention and how they can be a partner in working towards the goals.
- consult with pupils who need individual support (whether through equipment or a learning support assistant) to ensure support is provided in a timely and sensitive way.
- recognise the potential stress of assessment and review arrangements and ensure they understand the role and contribution of any other professionals who may be involved.
- ensure they have access to a designated member of staff with whom he or she can discuss any difficulties or concerns.

Where a pupil is looked after by the Local Authority and may not have natural parents to support them, we will ensure good communication with the Local Authority in question.

The school follows the Code of Practice. At every stage, the responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the class teacher, working in collaboration with the SEN team.

### **How the school supports pupils with medical conditions:**

The school accesses support from health care professionals in drawing up a health care plan. Where additional support and training is required, the school works closely with professionals to make sure adequate staff are trained to give this support.

Where additional funding is required to support complex medical needs, the headteacher will apply for additional funds via the mechanism to Children's Services.

### **Allocation of resources:**

The Governors allocate funds to meet the needs of pupils with additional needs and disabilities. At the meeting of the Governing Body which approves the budget (the Finance Committee) attention is drawn to the Governors the amounts delegated to the school by the LEA and also the amounts applied for from Norfolk Children's Services. The Headteacher is responsible for managing the funds allocated by the Governors through the school's own budget and for applying for the additional SEND funds.

There is named governor for SEND who monitors the effectiveness of the SEND through meeting with SEND staff and seeking feedback from pupils, parents and staff. Any recommendations are fed back to the full governing body.

### **Training and resources:**

The school accesses any additional training needed to support pupils with medical needs. This is usually provided by the health professional supporting the pupils.

Where additional resources are required, these will be funded from the school budget. Any large resources which cannot be met through the school's budget will be funded by Children's Services through their funding mechanism.

### **Accessibility:**

We believe all children are special and as a school we adopt an inclusive approach to all pupils with additional needs and disabilities.

We welcome and include children on equal terms in our school at all ages from EYFS to Y6. Norfolk Children's Services support families to choose the right setting for their child with SEND.

We identify all children who may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children their age. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The Governors' intention is the needs of children with additional needs and disabilities are identified and assessed quickly and matched by appropriate provision.

All pupils, whether they have additional needs or not have an equal opportunity to participate in the full curriculum of the school and all activities. They will be encouraged to become independent and take responsibility within the school. Our aim is to enable pupils to reach their full potential, to be included fully in their school and communities and make a successful transition to adulthood.

### **Bullying:**

We aim to help all pupils and their families understand what bullying really is. We teach pupils bullying is deliberately hurtful behaviour; it is repeated over time and there is usually **an imbalance of power**, which makes it hard for those being bullied to defend themselves. Bullying is a persistent, deliberate attempt to hurt or humiliate someone.

Parents and carers of the victim(s) and perpetrator(s) are encouraged to work closely with the school staff in reaching a satisfactory conclusion to incidents of bullying.

Pupils with additional needs and disabilities may be more vulnerable and therefore less able to defend themselves against being bullied, therefore all staff in school will be vigilant to the treatment of pupils with additional needs and disabilities by other pupils and will respond following the school's behaviour policy.

We believe education about a pupil's needs is extremely important in preventing bullying and will make sure pupils are educated to understand the difficulties faced by pupils with additional needs and disabilities so they can support them. We also teach all pupils they should look out for bullying and report it immediately to an adult.

Our Anti-bullying policy can be found on the school website on the 'parents' tab under 'policies'.

Our SEN Offer and SEN report are also available on our school's website:  
[www.terringtonstclementschoo.co.uk](http://www.terringtonstclementschoo.co.uk)

August 2018

To be reviewed August 2019

