

Introduction

The Children and Families Act (2014) places responsibility on the governing bodies of schools to ensure that, whenever possible, children with special educational needs (SEND) are educated in ordinary schools and that special provision is made for all pupils who have special needs. The Act also requires that schools have regard to the 2015 revised SEND Code of Practice (0 to 25) on the identification and assessment of special educational needs and disabilities.

'Special Educational Needs and Disabilities' has a legal definition and is defined in the Act as a learning difficulty or disability which calls for special educational provision to be made. According to the Department for Education a young person has SEND if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making full use of the educational facilities generally provided for other children of the same age in mainstream schools.

This covers a number of our children who have a wide range of barriers to learning including: specific learning difficulties as well as behavioural, physical and emotional issues.

There are three main strands to the SEND provision:-

- a) To identify and assess pupils with SEND.
- b) To provide teaching and learning support to children with learning difficulties. To aid staff to provide appropriate educational provision that is adapted and personalised for all pupils with a Special Educational Need. This includes developing appropriate attitudes and practices throughout the school giving all pupils maximum access to the curriculum in mainstream classes (sometimes referred to as Quality First teaching).
- c) To work in partnership with parents/carers and develop good working relationship with outside agencies.

The SEND and Inclusion provision should be sufficiently flexible to meet both long and short term needs as any student may have a special need at some time in his/her school career. SEND issues are viewed as whole school issues and all members of staff take responsibility for SEND pupils within their curriculum and/or pastoral area. Special Educational Provision **means provision which is additional to, or otherwise different from the provision** made generally for children of a given age within the school.

Aims of the Policy

This policy aims to guide the development of provisions for SEND pupils. This is in order to contribute to the positive learning culture of the school as well as to help raise the aspirations of and secure positive outcomes for all pupils. Other aims include:-

- Raising the awareness of staff about the needs of all pupils so that teaching and learning is suitably appropriate to the needs of pupils.
- Clarifying the need to work in partnership with parents/carers, pupils and relevant external agencies in order to provide for pupils with SEND.
- Promote an ethos in which every student is encouraged towards a sense of achievement and self-worth.
- Clarify the commitment to increase the expertise of staff through training and support with respect to provision for all pupils including those with SEND.

Principles

Finchale Primary is committed to working within the current legislative framework. This policy has due regard for national legislation and the strategic priorities of the school. The school is committed to providing an education that includes and motivates all pupils to fulfil their potential, regardless of ability or disability. We recognise that some pupils will need extra support and adaptations to remove barriers to learning in order to access the school curriculum and to participate in school activities. The school regards SEND provision as the responsibility of all staff engaged with the learning of pupils.

Implementation

The school has due regard for the Children and Families Act (2014) and the 2015 revised SEND Code of Practice (0 to 25). The implementation of this policy will be aligned to the strategic priorities of the school and the School Improvement Plan.

Monitoring and Evaluation

Monitoring of the impact of this policy is linked to the school's self-evaluation process. The achievement and progress of pupils with SEND across the whole school is monitored by the Head Teacher and the Special Educational Needs Co-ordinators (SENCOs). The Head Teacher reports regularly to governors through the Head Teacher's Report to Governors and through the Curriculum and Standards Committee meetings. Staff may have Performance Management targets linked to SEND provision and outcomes and this will be an ongoing process. This policy is reviewed regularly, usually every two years or when there is a change to legislation.

Date: March 2024

Review date: Spring 2026