



Great Totham Primary School Special Educational Needs and Disabilities (SEND) Policy

This policy should be read in conjunction with the Great Totham Primary School (GTPS), 'SEND Information Report' and 'Single Equality Scheme' which provides further details of SEND support and can be found on the school website.

Definition and Identification of SEND

As stated in the Special Educational Needs and Disability code of practice: 0 to 25 years (June 2015), 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

Special educational needs and disability code of practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational p15-16).

At Great Totham Primary School we recognise and value the importance of working in partnership with the children and parents to promote the best possible outcomes towards the development of the child. Below we give an outline of how this involvement is generally approached, however it must be stressed that we regard it as essential to adapt to the specific needs of each family's circumstances.

Involvement of the Child

For each child to make the best progress it is important that their views and input are central to the process. Children identified as needing SEND support contribute to the identification of their own strengths and setting targets for future progress. The child is more likely to make progress in learning when they are involved, 'own' their goals and know how to meet them.

Involvement of the Parent

We recognise that the parent is the child's first 'teacher' and their contribution cannot be overvalued. We can provide appropriate support for parents to help fulfil this role whether it is educational, social or emotional. If a child needs SEND support, we encourage parents to be involved every step of the way. Parents are involved in setting targets, suggesting appropriate strategies for support at school and home and reviewing progress.

Role of the Class Teacher

'Special Educational Provision is underpinned by high quality teaching and is compromised by anything less.' (Code of Practice 2015)

It is the Class teacher's responsibility to plan for, teach, monitor and assess all children in his/her class and through this ongoing professional process identify those children who have additional needs as stated above. The Class teacher liaises with the child, parent, SENCo and other colleagues who are involved with the child's education (e.g. class teaching assistant, external agency professionals).

Role of the SENCo (Special Educational Needs Co-ordinator)

The SENCo provides advice, training and support for colleagues. She has an overview of all children identified as needing additional support. In situations where a child does not make progress through class teaching provision and intervention, the SENCo will offer further advice and may access specialist support.

If identified as having additional needs, children may be screened by the SENCo for specific learning difficulties in order to provide early intervention and class based support as well as investigate the need for external agency involvement (e.g. medical professionals, educational psychologists).

Details of provision, assessment and evaluation can be found with the 'GTPS SEND Information Report' which can be viewed on the school website.

Monitoring and evaluating the impact of this policy will be undertaken by the SENCo through the review and analysis of progress data for children with SEND.

This policy will be reviewed annually by the SENCo, Headteacher and Governing Body.

Date	Reviewed by	Signed
September 2015	Curriculum committee	This has been reviewed and agreed
September 2016	Curriculum committee	This has been reviewed and agreed
September 2017	Curriculum committee	<i>Tim Woods</i> Curriculum committee chair
September 2018	Curriculum committee	<i>Tim Woods</i> Curriculum committee chair