

SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND) JULY 2015

Whilst the general aim of the school is to assist all children in learning; to identify and meet their personal needs, it is recognised that some children will require extra support to achieve this.

The aims of the special educational needs or disabilities policy are as follows:

- to identify children with special educational needs and disabilities and ensure that their needs are met
- to enable these children to reach their full potential and be included fully in their school community
- to maintain effective communication between parents and the school to ensure parents are informed of their child's special needs and provision
- to promote an effective partnership between the school and outside agencies.
- to seek and take into account the views of the children

The variety of children's needs will be met through flexible and varied provision. Such provision will enable children with SEN and disabilities, at any stage, to have the same opportunities of access to the full curriculum, with modification and support as necessary, and to all facilities and activities as those children not experiencing SEND

Mrs Leah Bartram has management responsibility for Special Educational Needs and Disabilities (SEND) from September 2015.

Mrs Sharon Selley is the governor with responsibility for SEND

The Governing Body agrees with the LEA admissions criteria which does not discriminate against children with SEND and its admission policy has due regard for the guidance in the New Code of Practice.

Parents will be informed of any concerns and will be involved in the setting and review of any individual education plans (IEP).

The school is committed to the early identification of SEND and adopts a graduated response to meeting special educational needs in line with the New Code of Practice.

When a class teacher or SENCO, along with the child's parents, identifies a child who may need additional support, the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies and

recorded on a Group Education Plan (GEP)

SEND Support: This occurs when intervention does not enable the child to make satisfactory progress. Therefore the SENCO and class teacher, in consultation with parents, ask for advice or support by external services. Additional or different strategies to those at class action are put in place.

School request for a Statutory Assessment for an Education, Health and Care Plan: This is made when a child has demonstrated significant cause for concern.

Education, Health and Care Plan: This will be required when a child has multiple, complex needs that cannot be reasonably provided for within the resources normally available to the school.

The LEA will instigate multi-disciplinary assessments.

Total number of children on roll	152	
Number of children with SEND	13	
Number of children with an Education, Health and Care Plan (formerly statement of Special Educational Needs and Disabilities).	2	
Total of Inclusion Budget including money for Statemented children.		65,603
Total spent on TA cover for statemented children	23,712	
Total spent on TA cover for inclusion - morning cover in each class, including extra class 2014/2015	56,239	
Extra cover for SEN children Year One	6,500	86,451
Performance of SEN children	2014/15	
% of SEN children making expected levels progress in reading (2 or more steps)	62	
% of SEN children making expected progress in writing (2 or more steps)	62	
% of SEN children making expected progress in Maths (2 or more steps)	77	
% of SEN children within age expected level of attainment in reading	38	
% of SEN children within age expected level of attainment in writing	20	
% of SEN children within age expected level of attainment in maths	33	