



LUKE PICKETT

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Issued: July 2019

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Definition of Special Educational Needs

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”

[See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p. 6]

Aims

Luke Pickett aims to provide a happy, caring and secure environment in which all children feel valued, respected and enjoy learning, and have every possible opportunity to develop their full potential. Luke Pickett believes that through experiencing success, children will be helped to develop a positive attitude to themselves, learning and others. All children will have access to Music, including extra-curricular activities, as well as full access to the National Curriculum where Curriculum Teaching is provided. Luke Pickett aims to raise the attainment of children with SEND by providing appropriate support compatible with the efficient education of other children. Luke Pickett will work closely with parents/carers recognising they have a vital role to play in their child’s education.

Objectives

The objectives of the policy are:

1. To ensure the achievements and abilities of all children are valued.
2. To ensure that an effective curriculum is planned and delivered using appropriate strategies to meet the needs of the children with SEND.
3. To ensure that all children with SEND receive the support they require.
4. To ensure that the child’s additional support/individual education plan is discussed and agreed with schools and parents/carers as appropriate.

5. To ensure that all who are involved with children with SEND are aware of the procedures for identifying, supporting and teaching them.
6. To ensure resources, including human, are carefully targeted.
7. To ensure that additional support is given in such a way as to minimise disruption to the child.
8. To ensure the child is involved in the identification and review of targets, as appropriate.

Roles and Responsibilities

The school has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.

Luke Pickett has responsibility to:

- Obtain SEND records from the school and/or parents for the children he teaches.
- Follow the agreed protocols in any Individual Education Plan
- Devise and implement strategies to help children achieve their targets.
- Liaise with parents, pupils and schools to plan and implement any additional support required for music lessons, as set out on the provision map/individual education plans, and keep parents/carers and SENCO informed of progress and any changes needed to provision.

Parents/Carers have the responsibility to notify the school and/or Luke Pickett of any concerns.

Specialist facilities

Luke Pickett will ensure that adequate facilities are accessible for wheelchair users, as required, in the relevant setting.

Resources

Luke Pickett will use school resources (including staff), where appropriate, to aid the provision of education to pupils with SEND. Where required, Luke Pickett will create resources as necessary.

Identification and Assessment Arrangements and Review Procedures

It is the school's responsibility to ultimately identify, assess and review SEND pupils. The guidance contained in the SEN Code of Practice (2002) recommends a graduated approach. The Code does not assume that there are hard and fast categories of SEND, but recognises that children's needs and requirements may fall within or across four broad areas. Some children may have needs which span two or more areas. The areas are:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or physical

Where possible Luke Pickett will try to meet every child's needs through ensuring that planning, teaching and approaches meet the needs of the majority of the children taught. However, where through careful identification and assessment Luke Pickett and/or the parents/carers and/or the school determine that a child is not making adequate progress, Luke Pickett will consult the SENCO of the relevant setting and the SEND policy of this setting will be followed.

Criteria for evaluating the success of the policy

This policy will be evaluated against the stated objectives by:

1. An analysis of planning to ensure that a differentiated approach is taken and that the learning objectives in IEPs are identified and reflected in planning.
2. Parents/carers being involved with individual targets set with children by discussing, receiving and having their views recorded.
3. Children being involved in discussing, constructing, reviewing and having their views recorded on their own IEPs (as appropriate).
4. Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
5. Any external evaluation or inspection.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to Luke Pickett and/or the SENCO and/or Headteacher. Should the matter still be unresolved, the parents should contact the SEND Governor. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LEA and/or Secretary of State.

Continuous Professional Development (CPD)

Luke Pickett is committed to Continuous Professional Development and will seek to update knowledge on a regular basis.

Review

This policy will be reviewed annually.

Signed:



Date: July 2019

Mr Luke Pickett
Peripatetic Teacher



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