**West Country School Music**

**Special Educational Needs and Disabilities Policy**

Adopted: July 2016

SENCO: Shân English

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Signed………………………………………Head of Service

**The Vision for Our Organisation:**

West Country School Music (WCSM) is educationally. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our musical community, where all are equally valued.

Purpose of policy: To outline the special educational needs provision for pupils taught by WCSM.

We aim to:

1. To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice: 0-25 years 2015

2. To value the uniqueness of each pupil and teacher, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.

3. To ensure that pupils with special educational needs are able to take part in all the activities planned including those that take place outside of school hours

4. To ensure that all our pupils are involved in decisions made about them and their education

5. To ensure that we involve our parents in their child’s musical education and keep them informed about their children’s progress.

**1. Definition of Special Educational Needs:**

‘Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) 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 schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

For the purposes of this policy SEN does not cover gifted and talented children.

‘Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.’

2. Staff at WCSM who work with pupils with Special Educational Needs and their Parents:

All teachers in school teach pupils with special educational needs. The following people have particular responsibilities:

The Head of Service, Mrs Shân English, acts as our SENCo.

3. Identifying when a pupil has special educational needs:

It is important that a pupil’s special educational needs are identified as early as possible.

If a child’s music teacher thinks that they may have a SEN, they will discuss this with the SENCo of the school in which the child is being taught. We will always let parents know as soon as we feel that their child may have a special educational need. After a discussion with their child’s teacher they are asked to sign to acknowledge that their child has been placed on the special educational needs register, and their level of need.

4. The ways in which we identify pupils have special educational needs are:

In School:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

Teacher observation

Teacher assessment

National curriculum assessment

Information passed on from previous schools

Information from parents

The WCSM music teacher will notify the SENCo. The SENCo will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

5. The provision we make for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support pupils with special educational needs by:

Specially prepared learning materials

The use of appropriate ICT equipment

Individual and group teaching sessions/support sessions

Specialist equipment/resources

Signing and assisted communication

The role played by school in social services' assessments

Seeking support and involvement from Outside Agencies.

Special Needs Register

Staff of WCSM, will not be involved in placing a child on the Special Educational Needs Register – this will be handled by the SENCo of the school in which they are being taught.

6. Education Health Care plan

The majority of children and young people with SEN or disabilities will have their Needs met within local mainstream early year’s settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and care Plan pathway. Children with existing statements will be transferred onto an Education, Health and Care Plan. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the Statement.

 Further information about this new pathway is available on Devon County Council website:

7. The local offer

As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled

 The Local Offer has two key purposes:

• To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

• To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The Local Offer should cover:

 • support available to all children and young people with SEN or disabilities from universal services such as schools and GPs

• targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services

• specialist services for children and young people with SEN or disabilities who require specialised, longer term support

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the Local Offer is located on the school website under the Special Educational Needs section.

8. Record Keeping:

We record all the steps taken to meet pupil’s special educational needs within the context of their musical education. These records will be made available to the school SENCo and others who need to see them. The records kept for a pupil with special educational needs may include:

Information from previous schools

Information from parents

Information on progress and behaviour

Information about levels and use of additional support

Provision maps detailing the support they have been given and the impact it has had.

Personal Profiles

The child’s own views of their needs

9. Assessment

This will be formally carried out by the child’s school, not WCSM teachers.

10. Information management:

It is important that information about a pupil’s special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

We ensure that all information is passed on to new teachers through our own internal transfer system.

We ensure that children’s needs are reviewed regularly. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are fully involved in setting their own targets.

11. Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. WCSM will consult at least termly with parents of children with SEND to ensure that we are working to give their child the best possible musical education.

12. Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. We seek to:

Involve pupils in their target setting

Enable pupils to express their feelings about how their needs are being met

Ensure that the views of the pupil are sought

13. Working with LA Support Services:

The range of support services available in the child’s school will include:

Schools and Families Specialist Services.

Emotional Health and Wellbeing team

Speech and Language Therapy Service

Education Psychology Service

Physiotherapist

Specialist teachers for sensory impairments

Special schools

14. Other Schools and Colleges:

Schools in East Devon are grouped together in ‘learning communities’. SENCOs and Headteachers meet regularly and work together to ensure the needs of the children in our care are met and monitor and evaluate provision. WCSM will provide information on the musical education of children with SEN so that this can be shared with other settings.

15. Parent Partnership Services provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. This can be accessed through new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer

16. The Health Service and Social Service:

Many pupils with SEN have support from or involvement with Health and/or Social Services. These pupils are best helped when all professionals work closely together.

WCSM will, where necessary:

- Liaise with professionals from the Health Service such as GP’s, Paediatrcian’s and Health Visitors and school Nurses to seek advice and support for pupils. - Ensure information on pupils’ needs is shared amongst professionals - Involve Health and Social Services professionals in reporting on pupils’ needs and progress and in attending review meetings. - Implement the advice of health professionals, including the drawing up of Health Care plans

17. Admission to WCSM Music Lessons:

Our admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

18. School Access Plan:

This is available form your child’s school

19. How we develop staff knowledge and skills:

We gather information every year to help us identify what training is necessary for all staff. This will depend on the range of special educational needs. All staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

This training is provided in the following ways:

- In-house training - Mentoring - Job shadowing - Visits to/links with other schools, including special schools - Training arranged through the learning community of schools - Attendance at externally provided training events - Participation in accredited training opportunities.

20. How provision for special educational needs is funded:

Details of this are available from your child’s school.

21. How we evaluate our SEN policy:

The Head of Service of WCSM has a duty to evaluate the provision we make for pupils with SEN.

- Parent’s views are sought through questionnaires - The progress of pupils with SEN is measured, e.g. year by year data analysis - External support services are used if a need is identified. - Pupils’ views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors. – We are constantly striving to improve our provision for SEN through performance management and the continuing professional development of all our staff to meet the full range of SEN presenting in music lessons. - All pupils are encouraged to participate fully in the music lessons.

22. How we deal with complaints:

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about WCSM or how we are providing for your child, please talk to your child’s music teacher or to the SENCO. We will always do our best to respond to concerns raised with us.