



## **SPECIAL EDUCATION NEEDS and DISABILITIES POLICY**

### **INTRODUCTION**

The school provides a broad and balanced curriculum for all children. The National Curriculum is the starting point of our planning. Teachers set suitable learning challenges, which respond to children's diverse learning needs. Some children have barriers to learning which mean they have special needs and require particular action by the school. Teachers make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in the curriculum. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs at any time throughout their school career. This policy ensures that all children are closely monitored and receive the necessary level of support for their need.

### **AIMS AND OBJECTIVES**

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process (including consistency of behaviour expectations).
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

### **EDUCATIONAL INCLUSION**

We have high expectations of our children. We aim to achieve this by removing barriers to learning and participation. We do this by:

- Providing support for children who need help with communication, language and literature
- Planning to develop children's understanding throughout the use of all available senses and experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Support from the School's Psychological Service and a range of other health and welfare related services might be utilised.

### **SPECIAL EDUCATIONAL NEEDS**

All children may have SEN-D at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
  - They have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age.
1. If our assessments show a child may have a learning difficulty, we use a range of strategies. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher and SenCo will liaise closely with parents and keep them informed.
  2. We will record the strategies used to support, which will set short-term targets and will be updated termly.
  3. If, after extra intervention, the child still isn't making progress, the termly review may identify that support is needed from outside services. We will then consult parents before seeking that support.
  4. If a child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence will support this. We may then have to also apply for an EHCP (Education Health Care Plan).

In our school the SenCo:

- Manages the day-to-day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special needs
- Supports and advises colleagues
- Oversees the records of all children with special educational needs
- Acts as the link with parents
- Acts as the link between the school and external agencies
- Monitors the SEN provision and reports to the governing body, via the special needs governor
- Contributes to the professional development of staff
- Continues her own professional development in this area

## **THE ROLE OF THE GOVERNING BODY**

- The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with SEN-D.
- The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEN-D. The governing body ensures that parents are notified if SEN provision is being made for their child.

## **ASSESSMENT**

- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SenCo assess and monitor the children's progress in line with existing school practices.
- The SenCo works closely with parents and teachers to plan an appropriate programme of support.
- The LEA seeks a range of advice before approving any Education Health Care Plan. The needs of the child are considered to be paramount in this.

## **ACCESS TO THE CURRICULUM**

1. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and to experience levels of understanding and rates of progress which bring feelings of success and achievement
2. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
3. Education, Health Care Plan's employ a small-steps approach, featuring attainable targets so that children experience success. All children that need specific support, that is above and beyond what can be done within the school budget, will need an Education, Health Care Plan. If their needs can be met via budget, but they still need to be listed on the SEN-D register, they will still have small targets to reach termly, to ensure they are receiving the support to help them reach their full potential.
4. Wherever possible, we do not withdraw children from the classroom situation. There are times however when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **PARTNERSHIP WITH PARENTS**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents, with a formal meeting every term to talk about progress and targets to be reached. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

A named governor takes a particular interest in special needs and is always willing to talk to parents.

We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with SEN-D.

## **PUPIL PARTICIPATION**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their individual profiles and/or Education, Health Care Plan. They are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **MONITORING AND EVALUATION**

1. The SenCo monitors the movement of children within the SEN system in school. The SenCo meets formally with staff at the beginning of each academic year to review each child on the Special Needs Register and to discuss any others who may need to be added. Further informal meetings take place regularly throughout the academic year (termly).
2. The SenCo and the Class Teacher work together to draw up targets for children. The SenCo and Headteacher work closely together in order to monitor this system. Regular meetings are held between the SenCo and the Special Needs Governor.
3. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

Headteacher:

Chair of Governors:

Date:

Date:

Review date: Sept 2018