

## Special Educational Needs (SEN) Policy

The County Inclusion Policy means that more children with disabilities will come into mainstream schools and the staff at Stogursey looks to meet the challenge in a positive and constructive manner. We aim to provide a happy leaning atmosphere where all our children form an integral part of our community.

We aim to identify all children needing extra support for work or behaviour as early as possible

### Introduction

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children has particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### Aims and objectives

The aims of this policy are:

- 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 by regular monitoring and appropriate recording;
- to make clear the expectations of all partners in the process parents, children, the school. The LEA and other agencies;
- 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.

### Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

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- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- setting suitable learning challenges;
- responding to pupils diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children.

### **Special educational needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The Code of Practice of 2001 set out a model of action and intervention designed to help children towards independent learning; and the procedures that may be adopted in order for the whole community to fulfil its duty on behalf of children with special educational needs. The Code recommends intervention at two stages; School Action and School Action Plus combined with a matching of provision to needs and regular recording of needs, action taken and outcomes.

In our school we manage Special Needs provision as a whole staff (teaching & support staff) with one teacher taking the lead in organising and keeping necessary paperwork

### **The role of the governing body**

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. A named governor is responsible for keeping an oversight of our provision and liaising with staff.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy and the LEA policy on Inclusion.

### **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

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The staff assess and monitor the children's progress in line with existing school practices.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school's system for observing and assessing the progress of individual children;

- Provides information about areas where a child is not progressing satisfactorily even though the teaching style has been differentiated
- Provides evidence, along with review of current strategies in place for the child, that the pupil requires help over and above that which is normally available within a particular class or subject. Consideration will then be given to helping the pupil through SCHOOL ACTION
- Provide the LEA with information when the school seeks additional help for a pupil not progressing in areas of learning/behaviour/sensory or physical communication or interaction through SCHOOL ACTION PLUS

### **Summary of Provision for Children with Special Educational Needs.**

- Differentiated group work
- SCHOOL ACTION
- Class teacher writes IEP in consultation with staff, parents and child and together will support and assess progress. This will be reviewed termly
- The LEA will be provided with reports from outside agencies involved with the child, the IEP and records of assessment. The child will be discussed at the nearest of the twice yearly Consultation Meetings
- Progress will be reviewed termly between the Class teacher, parents and child and at the Consultation Meetings
- Any child already statemented will have their progress reported on at Consultation Meetings and will receive an Annual Review. Multi-professional meetings will also take place if and when required.
- Liaison will be made between schools when a child on the school's SEN register reaches Key Stage transition

### **Access to the curriculum**

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;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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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.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though 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**

All parents of children with special educational needs will be treated as partners. They will be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated and have these views respected
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Regular termly meeting where views and children's progress can be shared and evaluated and plans for future strategies made.

### **Monitoring and evaluation**

The Governing Body reviews this policy on a four year cycle and also is prepared to make any adjustments as a result of the SENCO and named Governors annual meetings.

**Signed:**  
**(Staff)**

**(Governors)**

**Date:**