



Special Educational Needs Policy

Approved by: Curriculum Committee **Date:**

Last reviewed on: April 2021

Next review due April 2022
by:

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater primarily for pupils with Statements of Special Educational Need for Behaviour, Emotional and Social Difficulties but also recognize that some pupils have other special educational needs too.

Aims and Objectives

We aim:

- To have in place systems whereby teachers are aware of the individual needs of each pupil.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs Co-ordinator;
- to have regard to the Code of Practice when undertaking its responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;



- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the SENDCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The SENDCO will:

- provide guidance and support to all staff;
- oversee the writing of and updating of IEPs ;
- track the progress of pupils;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the SENDCO;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body annually;

Role of Teachers

Teachers must:

- deliver the individual programme for each pupil as set out in their IEP;
- develop IEP's for pupils by working closely with the SENCO and support staff;
- comply with all aspects of this policy
- undertake appropriate training;



Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support pupils.
- to take part in the review of IEPs;
- to attend annual reviews

Role and Rights of Pupils

We encourage pupils to understand their rights and to take part in:

- assessing their needs;
- devising their IEP;
- setting learning targets;
- the annual review

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with teaching assistants;
- withdrawal support either individually or in small groups with specialist teaching assistants;

Annual Reviews

The Annual Review will:

- assess the progress of the pupil in relation to the IEP targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing Statement
- set new targets for the following year



Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

Evaluation and Review

The effectiveness of the **SEN provision** provided by the school will be reviewed annually by the Governing Body.

A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review.

Headteacher:	JP Madden	Date:	
Chair of Governing Body:	Simon Gurney	Date:	