

# Husthwaite Church of England Primary School

## Special Educational Needs (SEN) Policy

**'...each and every child to achieve their full potential'**

**Vision Statement**

**'...attention will be paid to all individual need whether learning, social, emotional or behavioural'; 'learning experiences will be planned to provide challenge for all abilities'**

**Core Principles**

### Statement of Intent

Husthwaite School provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children, to enable them to participate effectively in curriculum and assessment activities. Some children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout, or at any time during their school career. This policy provides a framework of provision for children with special educational needs taking account of the type and extent of the difficulty experienced by the child.

### Aims and objectives

The aims of this policy are:

- *to create a happy and secure environment that meets the special needs of each and every child;*
- *to ensure that the special educational needs of children are identified early, assessed and provided for;*
- *to make clear the expectations of all partners in the process;*
- *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 and to help them achieve the best of that which they are capable: personally, socially, emotionally, creatively and academically.*
- *to offer assistance and information so that parents and carers are able to play their part in supporting their child's education;*
- *to ensure that our children are involved in this process.*

### Guidelines

Husthwaite School offers excellence and choice to all our children, whatever their ability or needs. We have high expectations and we achieve these through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

Children have a special educational need if:

- *they have significantly greater difficulty in learning than the majority of children of the same age;*
- *they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age*
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Teachers respond to children's needs by:

- *taking responsibility for the SENCo role in their classroom by providing suitable support and scaffolds*
- *setting suitable learning challenges*
- *using positive and supportive language in class and the playground and using praise to celebrate achievement, e.g. Sharing Assembly*
- *providing opportunities for parents/children to celebrate achievement together e.g. stickers and letters, phone calls, home-school diary.*

## **School Action**

If our assessments show that a child may have not be progressing as we would expect, we use a range of strategies that make use of classroom and school resources. This level of support is called **School Action**. The child's class teacher, or support staff, will offer support that is different from or additional to that provided as part of the school's usual working practices. The SENCo and the class teacher work closely and plan an appropriate programme of support, an IEP (Individual Education Plan) which is shared with both the child and the child's parents/carers.

If the IEP review identifies that more support is needed parents are informed prior to asking for support or advice from external agencies. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called **School Action Plus**. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for **Statutory Assessment** will be made to the LEA. A range of written evidence about the child will support the request.

## **Access to the curriculum**

The curriculum 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.*

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children may be supported by being helped in a group situation or may work with a Teaching Assistant. Whenever possible a child is supported within the classroom situation but it may be necessary for a child to be taken out of class (this is always managed sensitively).

## **Pupil Participation**

In our school we encourage children to take responsibility and make decisions. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life. The SENCo spends some pastoral time with children on the SEN register to discuss their feelings/thoughts about their progress.

## SENCo

In our school the SENCo/ Assistant SENCo:

- *maintain the SEN and 'Initial Needs' register*
- *co-ordinate the provision for and manage the responses to children's special needs;*
- *support and advise colleagues;*
- *oversee the records of children with special educational needs;*
- *act as a link with parents, external agencies and other support agencies;*
- *liaise as appropriate with High School and other 'feeder' institutions;*
- *monitor and evaluate the special educational needs provision and reports to the governing body;*
- *contributes to the professional development of all staff by appraising them of courses/accessing training*
- *monitor, evaluate and feedback to the teaching assistants involved in supporting children with special educational needs.*

The SENCo and the Head Teacher hold regular meetings to review the work of the school. The SENCO and the named governor with responsibility for special needs hold termly meetings.

### **Partnership with parents**

Hustwaite CE School works closely with parents and carers and values their contribution to their child's learning progress. We encourage an active partnership through an ongoing dialogue – both formal and informal. Parents are informed of progress and are encouraged to support their child at home.

### Governors

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. It reports annually to parents on the school's policy for children with Special Educational Needs.

A governor, identified to have specific oversight of the school's provision for Special Educational Needs, regularly informs the governing body of deployment of funding, resources and personnel. SEN sits on the agenda of every full Governing Body meeting.

The governing body will review this policy every 2 years, in the light progress made against its aims.

***Signed:***

***Date:***

***Review Date: December 2010***

SENCo – R Bainbridge

Governor with responsibility for SEN – Mrs L. Seaman