

# Grayrigg CE Primary School

## Special Educational Needs (SEN) Policy

### Introduction






Grayrigg C.E. Primary 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 have 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;
-  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.

### Educational inclusion

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

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


Teachers respond to children's needs by:

-  providing support for children who need help with communication, language and literacy;
-  planning to develop children's understanding through 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.
-  Deploying their TAs within their class to ensure that SEN children receive appropriate support alongside high quality teaching time with the class teacher
-  liaising with parents.

### 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.

In our school the Special Educational Needs Co-ordinator (SENCO) is the head teacher:

-  monitors 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;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- liaises with KFI (Kendal Finance Initiative), completing funding bids when necessary and utilising other expertise through links with the KFI;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs;
- maintains the school's SEN register.

Under the guidance of the SENCO the school administrator will:

- Chase up phone calls to ensure appointments with specialist advisors are kept.
- Keep a diary of appointments in the SMS (scholarpack)

### **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 LA and other schools, when appropriate, and, through the appointed SEN Governor, are available to consult with parents if required.

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.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan (EHCP).

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed, often through meetings with the SEN Governor who then reports back to the Teaching & Learning Committee.

The headteacher/SENCO and the teaching staff meet at least annually to agree on how to use funds directly related to any EHCPs.

### **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.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. External assistance from other agencies may be requested to aid this process.

The SENCO works closely with parents, teachers, (and possibly other agencies) to plan an appropriate programme of intervention and support. As far as possible all these key people /organisations advice is followed and wishes are catered for.

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

The school uses a three stage model to respond to children's special educational needs:  
Universal

- 🎯 **Universal (All):** All children receive high quality teaching which ensures they can access learning through effective differentiation, high level questioning and on-going timely assessments. This means that the teachers will continually assess and target learning aimed at challenging your child at an appropriate level.
- 🎯 **Targeted (Some):** Some children may need additional targeted support, A STIP (short term intervention plan) will be shared with the parent.
- 🎯 **Specialist (A few):** A few children may need specific, long term support. This may involve support from external services. For these children an IEP (Individual Education Plan) may be shared with parents. External support will be gained through an Early Help referral.

The LA seeks a range of advice before making a formal EHCP. The needs of the child are considered to be paramount in this.

### **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.

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.

STIPs and IEPs, 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.

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.

Our aspiration is that all children with Special Educational Needs will be able to experience the same curriculum as their classmates.

### **Partnership with parents**

At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. If this is at odds with advice being received by the school we will work to try to bring the two opinions together. We encourage parents to make an active contribution to their child's education. In addition to the two formal parents' evenings every year, parents of children with SEND or children who are participating in a STIP will be invited to meet with the class teacher at the beginning of each half term for a 20 minute meeting. The school also operates an open-door policy; any parent can discuss their child's needs at any time. We inform the parents of any outside intervention, and we share the process of decision-making with the parents.

### **Supporting Pupils with Medical Needs.**

The school will make every effort to fully support any children with specific medical needs to access the full curriculum. This help will be designed on a case by case basis.

**Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school. This is monitored by the SEN Governor.

The SENCO may be involved in supporting teachers involved in drawing up intervention plans for children. Pupil progress meetings are used to review the work of the school in this area.

The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The Governing Body reviews this policy in line with the schools Policy review cycle, or as required.

**Approved by governors on:** 03.05.2017

**Signed:**

**Next review date:** Spring 2018