



Savile Town CE (C) Infant and Nursery School Special Educational Needs 2020

At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.

At Savile Town we have a named SENDCO and a named Governor responsible for SEN. They ensure that we are working within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We strive to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/ physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEN policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/ carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in co-operation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all pupils and that inclusion for all is paramount. We also measure and assess the impact regularly through meetings with our SEN co-ordinator and individual teachers to ensure all children have equal access to succeeding.

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
- Need 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 and own their behavior, and to take part in learning effectively and safety
- ◆ Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identification, Assessment and Provision

Provision for children with SEN is a matter for the whole school. All teachers are teachers of children with Special Educational Needs and ably supported by our Educational Teaching Assistants.

The school will assess each child's current levels of attainment on entry in order that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about their child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Role of the SENDCO

The Special Educational Needs Co-ordinator's (SENDCO) responsibilities include:

- Overseeing the day to day operation of the school SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Ensuring adequate CPD is in place
- Liaising with local junior schools so that support is provided for children as they prepare to transfer and also with pre-school providers
- Liaising with external agencies
- Co-ordinating and developing school based strategies for identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of children on the SEN register.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEN will be treated as partners given support to play an active and valued role in their child's education. They will be encouraged to the assessment of their child's needs, the review and transition process.

At all stages of the SEN process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of the parents at all stages.

The Nature of Intervention

- The SENDCo and the class teacher will decide on the action needed to help the child's progress in the light of earlier assessments.
- The SENDCo will support further assessment of the child where necessary, assisting in planning for the future needs in discussion with colleagues and parents.
- Outside agencies may become involved if school and parents feel that additional advice and assessments are appropriate.
- A request will be made by the school to the LA if the child has demonstrated significant cause for concern. This is a school request for Statutory Assessment or Education Health and Care Plans.

The Role of the Governing Body

The governing body challenges the school to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

Monitoring and Evaluation

The SENDCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of this policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENDCO and the headteacher hold regular meetings to review the work of the school in this area. In addition, the SENDCO and the named governor with responsibility for special needs also hold regular meetings.

Signed:

Date:

Governors:

Date: