

Special Educational Needs and Disabilities Policy



Signed (Chair of Governors).....

Signed (Head teacher).....

Date.....

Review Date.....

This Policy complies with Warrington LA guidance.	YES
This Policy will be reviewed in	2018
The Policy was agreed by Governors in:	2015
The Policy is available for staff at:	Staffroom
And for parents/carers at:	Website

Latchford St James CE Primary School.

Policy to promote the successful inclusion of pupils with Special Educational Needs and disabilities.

**This SEN Policy works alongside and in conjunction with The Local Offer offered by
Warrington Local Authority.**

Principles

At Latchford St James CE Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

As a Church School, we aim to develop an ethos of care, empathy and understanding. This is essential when dealing with children with Special Educational Needs, who may have low self-esteem.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* that calls for special educational provision to be made for them.

Children have a *learning difficulty* if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. (Code of Practice September 2014).

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCO and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall progress or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Identification, Assessment and Provision.

STEP 1

Many pupils experience delay in their learning and do not make expected progress for a variety of reasons. However, if there is a pupil who is causing particular concern, further differentiated work will be prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Specific intervention will be provided to try to close the gap between the child and their peers. At this time, a Pupil Profile will be started by the class teacher and SENCO to evidence what difficulties the child is experiencing, what intervention has been provided and outcomes of that intervention. The home, school partnership at this stage is vitally important in order to fully support the child and thus maximise learning.

Progress is formally tracked termly by the school's Tracking Systems and parents kept fully informed.

STEP 2

Classroom teachers closely track children and are able to identify those who are still not making good progress and are causing concern. Those identified are then referred to the SENCO to arrange ADDITIONAL SEN SUPPORT in any or all of the four areas.

- ✓ **Communication and Interaction** Speech and Language,
- ✓ **Cognition and Learning** English and Maths
- ✓ **Social Mental and Emotional Health**
- ✓ **Sensory and Physical**

Once a potential special educational need is identified, four types of action should be taken to put effective support in place.

1. Assess
2. Plan
3. Do
4. Review and this will be known as the graduated support

Specialist Services and teachers with additional **specialist** qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving Additional SEN Support, staff will meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school

Individual pupil progress at **Additional SEN Support** Level will be intensively monitored at least three times per year by the school tracking system. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Headteacher.

STEP 3

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an **Education Health and Care Plan** will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Warrington Local Authority.