



*'The one who gets wisdom loves life.' Proverbs 19:8*

## SPECIAL EDUCATIONAL NEEDS POLICY

<b>Date:</b>	November 2023	<b>Review Date:</b>	November 2024
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<b>Special Needs Co-ordinator (SENCO)</b>	<b>Governor for SEN</b>
Rebecca Cawley	Anna Risius

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them'.

Charlton Mackrell C of E Primary School also publishes a SEND Information Report, which is reviewed annually and can be read in conjunction with this policy. Both are available from the school website or as a paper copy from the office on request. The school has the following policies which also closely link with SEND: Supporting Pupils with Medical Needs, Accessibility Plan and the Safeguarding Policy, which includes bullying. These are found on the school website.

### Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which 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 education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

### Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- for children under two, educational provision of any kind.' (Education Act 1996)

### Statement of Intent

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It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's SEN 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 for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions.

### **Aims and Objectives**

We aim:

- To identify pupils with SEN as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- 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, LA 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.

### **Admissions**

We will: -

- treat all applications equally and we will not discriminate against pupils with special educational needs.
- admit those children with special educational needs but who do not have a statement.
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support.

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### **Complaints Procedure**

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The LA must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

### **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 support plans, which sets out a time-bound plan of support, with a small number of targets, closely matched to the pupil's needs.

### **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 teachers and/or learning support assistants
- withdrawal support either individually or in small groups with teachers or LSAs



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## Roles and Responsibilities

Special Needs Co-ordinator (SENCO)	<ul style="list-style-type: none"> <li><input type="checkbox"/> To work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school. At present the Headteacher is the SENCO.</li> <li>To ensure suitable training and resources are provided.</li> </ul>
The Governing Body	<ul style="list-style-type: none"> <li><input type="checkbox"/> To ensure that provision of SEN is of a high standard.</li> <li><input type="checkbox"/> To have regard to the Code of Practice when undertaking its responsibilities.</li> <li><input type="checkbox"/> To report annually to parents on the effectiveness of the school's SEN policy.</li> <li><input type="checkbox"/> To have in place a designated person who will make sure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.</li> <li><input type="checkbox"/> To ensure the school notifies parents when the school feels that their child has special educational needs.</li> <li><input type="checkbox"/> To have in place a strategy to monitor the school's SEN policy.</li> </ul>
The Headteacher	<ul style="list-style-type: none"> <li><input type="checkbox"/> To ensure that the daily management of SEN provision is effective.</li> <li><input type="checkbox"/> To work closely with the SENCO and the teaching and support staff.</li> <li><input type="checkbox"/> To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN.</li> <li><input type="checkbox"/> To inform parents when SEN provision has been made for their child.</li> <li><input type="checkbox"/> To monitor dyslexia friendly practice is consistent throughout the school</li> </ul>
Class Teachers	<ul style="list-style-type: none"> <li><input type="checkbox"/> To be aware of the school's policy for the identification and assessment of pupils with SEN and the provision it makes for them.</li> <li><input type="checkbox"/> To deliver the individual programme for each SEN pupil as set out in their support plan</li> <li><input type="checkbox"/> To use the assess, plan, do, review process for supporting pupils and to monitor progress</li> <li><input type="checkbox"/> To develop plans for SEN pupils by working closely with the SENCO and support staff.</li> <li><input type="checkbox"/> To create dyslexia friendly environment, both in their classroom and in the whole school environment</li> </ul>

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	<ul style="list-style-type: none"><li><input type="checkbox"/> To liaise with parents and report regularly (minimum termly)</li><li><input type="checkbox"/> To have regular meetings with pupils to discuss learning and progress</li></ul>
Parents	<ul style="list-style-type: none"><li><input type="checkbox"/> To work closely with the school in order to develop a partnership that will support SEN pupils.(See Partnership with Parents)</li></ul>
Pupils	<ul style="list-style-type: none"><li><input type="checkbox"/> To make pupils aware that they can be a partner in the delivery of their individual support programme.</li></ul>

**Identification, Assessment Early Identification** - We feel it is vital that pupils with SEN are identified at an early stage. Every teacher in this school is responsible for identifying pupils with SEN. We use the Somerset SEND toolkit and graduated response to support this process.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate SEN provision has been made for their child.

**Assessment** - It is essential that all teachers in the school have the necessary observational skills to identify pupils with SEN at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests. The Dyslexia Portfolio will be used as part of the school's assessment systems for children displaying dyslexic traits.

#### Graduated Response to Pupils' Needs

Once pupils have been identified as having SEN the school will intervene as advocated in the Code of Practice (CoP).

**Early Years Action** intervention can be triggered through concern that despite providing opportunities or using alternative approaches to learning, pupils: -

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional / behavioural difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

The SENCO will: -

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- consult with parents
- advise and support the class teacher
- ensure an appropriate assess, plan, do, review support plan is in place
- ensure relevant background information is in place

**Early Years Action Plus** – If a child has shown little or no progress following the assess, plan, do, review process, advice from external agencies will be requested.

**School Support** intervention can be triggered through concern that, despite receiving differentiated teaching, pupils: -

- make little or no progress
- show difficulty developing literacy or numeracy skills
- display dyslexic traits
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and / or interaction problems, which continue despite curriculum differentiation.

**The SENCO** will consider an appropriate approach such as: -

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- LA support for advice on strategies and equipment or staff training
- where appropriate, assess for dyslexia

**The Support Plan** will: -

- Map out a course of action for supporting pupil progress and achievement which closely matches the pupil's needs. On-going monitoring of pupil progress with formal reviews taking place at least termly.

**Further School Support** intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -

- have made little or no progress
- are working at below age related standards expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills

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- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships.

The Annual Review for pupils will: -

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

**A transitional review**, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

### **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 SEN 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 SEN 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.

### **Supporting Pupils and Families**

We recognise that parents and the children themselves play a central role, so a note of all worries and concerns, however minor, will be logged and acted on.

### **Monitoring**

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy. Children will not be removed from the SEN register without full consultation with parents, school staff and external agencies. This would only occur if the child no longer had the barriers to learning, which were previously identified.

### **Evaluation and Review**

The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body and will be an agenda item for reporting purposes at a meeting of the governing body during the summer term.

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The Headteacher, Mrs Rebecca Cawley, has written this policy in consultation with parents, staff and governors. A review of the **SEN policy** document is undertaken every year. The SEN policy is a working document and is kept under constant review.

### **Storing and Managing Information**

All data relating to the pupils and their families are securely stored to comply with the Data Protection Act 2018.

For more information, visit Somerset Local Offer - <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/about-the-local-offer/what-is-somersets-local-offer/>