

## **Cheapside CE Primary School**



## **Special Educational Needs Policy**

The policy for SEN is formulated in conjunction with our:

- Mission Statement
- the Christian ethos of the school
- procedures of identification, assessment and appropriate responses outlined in the SEN Revised Code of Practice, 2002
- principles of diversity and equal opportunities with due regard for the Disability Discrimination Act, 2005

### **Aims and Objectives**

- The staff and governors aim to provide a broad and balanced curriculum for all children; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To ensure that attitudes towards all children are positive and constructive.
- Ensure that children with special needs are included within their peer group.
- To enable children in the school to work towards promoting a positive self image and self worth.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To regularly review and evaluate children's progress and to work in partnership with parents and external agencies throughout the process.
- To work in accordance with the Code of Practice.

### **Inclusion**

Cheapside Primary School adopts an inclusive, 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. Children with special educational needs are afforded the same rights as other children. This includes both those children with statements of SEN and those with less significant needs.

## **Identification**

In accordance with the SEN Code of Practice, the school recognises the importance of early identification of any child who may have a special educational need and a graduated response is made.

Should concern be expressed about the special educational needs of a child by staff and/or parents, the following actions will be taken:-

- recorded observations, examples of work/assessment will be gathered by the class teacher.
- SENCo and the Headteacher will be informed. (Currently the Headteacher is the SENCo)
- parents will be informed.

## **Assessment**

Once identified as having a Special Educational Need, continued assessment will be completed by the teacher, SENCo and or external agencies.

The school staff will monitor children with special educational needs by evaluating progress. A child who is placed on School Action will be expected to make progress through the strategies and intervention at whole school level in which the curriculum will continue to be adapted. Working with a child on School Action involves interventions that are 'additional to or different from' those provided as part of the school's usual differentiated curriculum and activities. An Individual Education Plan (IEP) will be written and reviewed on a termly basis. Each pupil will be made aware of his/her targets and how to achieve them.

If after review the school continues to have a concern about a child because they are continually working at National Curriculum levels substantially below that expected of children of a similar age or he/she

- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly interfere with their own learning
- Has sensory or physical needs that require additional specialist equipment
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning,

the child should be placed on School Action Plus.

At this level, intervention from external professional advisers is sought.

A request for help from external agencies is likely to follow a decision taken by the Headteacher/SENCo, in consultation with parents. The child will be seen by external support services provided by the LA or other outside agencies. They can provide more specialised assessments that will inform the Individual Education Plan and ensure that progress is carefully monitored.

If through these combined strategies and interventions a child is unable to make adequate progress a request for a Statutory Assessment (under the 1996 Education Act) – which may lead to a statement of special needs – will be made. The SENCo will collate the evidence and send it to the Local authority for consideration.

### **Review**

Each term the IEP/IPP is reviewed and new targets set for each child. The school liaises with parents in this process and termly meetings will be held with parents to discuss progress and identify support.

Parents will sign original documentation and receive copies of all documentation each term. This process is intended to be a collaborative process between home and school with all adults working for the best interests of the child.

However, should there be any complaints, these should be addressed to the Headteacher.

Annual reviews will be arranged for children who have a statement and outside agencies involved with the children will be invited to submit a report and or attend the review meeting.

### **Provision**

Children with SEN will work with peers in the classroom and may also work individually with a Teaching Assistant or teacher as part of their individual/group programme.

The curriculum will provide opportunities for success by means of a variety of teaching styles, appropriate strategies, resources and differentiation of task.

The criteria for evaluating the success of the school's Special Educational Needs Policy will be defined by success in the following areas:

- Progress towards IEPs/IPPs
- The child's views of his/her own progress
- Parental views of a child's progress
- Individual assessment of standardised test results for year groups
- Effectiveness of INSET training related to SEN issues
- Effectiveness of in-class and small group or individual support.

The Special Educational Needs Co-ordinator is Mrs Kate Searle.

This SEN policy is reviewed on an annual basis by school staff and approved governors.

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Special Educational Needs Policy

February 2014

**Date ratified: 13 February 2014**

**Signed: ..... Title: Chairman of Governors**

**Review date: January 2015**