



Special Educational Needs Policy 2014

1. OVERVIEW - **Identification, Assessment and Provision**

This SEN Policy will be used alongside and in conjunction with The Local Offer offered by Bury Local Authority and various other school policies namely The Attendance Policy, The Parental Involvement Policy, The Pupil Premium Policy, The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

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 this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

2. OBJECTIVES - **All teachers are teachers of children with special educational needs.**

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

3 STRATEGIES

STEP 1

- I. Many pupils experience delay in their learning and not making expected progress for a variety of reasons.
- II. Many will have differentiated work 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.
- III. Progress at this stage will be tracked four times per year by the schools Tracking Systems and parents kept fully informed.
- IV. School Rewards Systems will be paramount at this stage to encourage self esteem.

STEP 2

- I. Those pupils that receive an allocation of monies known as Pupil Premium for Free school Meals Looked After and Armed Forces and specific interventions for delay in the following areas will be undertaken arranged by the Pupil Premium Co-ordinator
 - a. Communication and Interaction Speech and Language,
 - b. Cognition and Learning English and Maths
 - c. Social Mental and Emotional Health
 - d. Sensory and Physical
- II. We will aim to build considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities.
- III. Each and every Pupil Premium intervention will be benchmarked, undertaken and evaluated alongside the school Tracking System.
- IV. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs will be presented to the Governors on an annual basis and reported to Parents on line on the School website

- V. Rewards for the children via the school House/Reward system will be paramount as part of these two policies working together.

STEP 3

- I. Individual Education Plans will be prepared by classroom teachers and written in conjunction with the School Tracking system until April 2014 when full preparations for the new Code of Practice under the Children and Families Act will be in place for the summer 2014 ready for full implementation by September 2014
- II. 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 a 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)

STEP 4

- I. If classroom teachers and Pupil premium Co-ordinators have evidence that certain children are still not making good progress they must refer children to the SENCO who will arrange intensive ADDITIONAL SEN SUPPORT in any or all of the four areas
- a. Communication and Interaction
 - b. Cognition and Learning
 - c. Social, mental and emotional health
 - d. Sensory and /or physical.
- II. 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
- III. 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.
- IV. Where a pupil is receiving Additional SEN Support, the school will ensure that appropriate staff 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
- V. Individual pupil progress at Additional SEN Support Level will be intensively monitored four times per year by the school tracking system and personally by the Head-teacher in conjunction with Parents and the SENCO.
- VI. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher

Outcomes

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 Bury Local Authority.

Details of these arrangements are available from the SENCO at the school. The School's Offer is available on the school website.

Signed K.A Perry Date: 17.9.2014

Approved by the Governing Body
Grateful thanks are given to Tricia Murphy for compiling this policy.