

Special Educational Needs

If we are concerned about the progress of your child, we will discuss this with you. Linda Grover is the teacher with responsibility for Special Needs (SENCO) she regularly liaises with the Headteacher and other teaching staff. If you wish to request a meeting with Mrs Grover, please do this through the Headteacher.

Special Educational Needs Policy

Philosophy

Fundamental to all Christ's teaching and action on earth was the inclusion and respect for all people, enabling each one to grow and develop in faith, love and excellence.

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 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 education 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.
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Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. In our school we need to be vigilant in ensuring that maximum support is given to language development using all available resources but ensuring precise identification at an early stage.

For children of two or over, educational provision is that, 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.

Objectives

This SEN policy details how:

- this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.
- The school will aim to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs

- the school will allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognizes that

- parents hold key information
- they have knowledge and experience to contribute to the shared view of a child's needs.
- all parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- the partnership should actively support parents in the demanding task of parenting a child with special needs.

Children with special educational needs will be encouraged to contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for children with special educational needs requires a whole school approach. In addition to the responsibilities of the governing body, the school's head teacher and the SENCO, class teachers have the major day to day responsibility for

- identifying children who require assessment and provision
- day to day implementation of Individual Education Plans
- support staff allocations.

At the heart of the work of every primary 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 attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.