



Special Educational Needs (SEN) Policy

**Date Agreed by Governors: 30th
November 2015**

Date to be Reviewed: Annually

Aims and Objectives

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.

Where the head teacher has been informed that a child has SEND, those needs will be made known to all who are likely to teach them. All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher, staff and governors will review the policy and effectiveness of the school's work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. We ensure that we engage effectively with other professionals and specialist support provided by the local authority.

Responsible Persons

The 'responsible person' for SEN is the Headteacher, Shazia Hussain. Our link Governor for SEN is Bethan Grimshaw. The person co-ordinating the strategic management and day to day provision of education for pupils with SEND is Johanna Pottle, our SENCo. The person co-ordinating the strategic management and day to day provision for our Resource Base is Sadaf Mirza.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Gallions Primary School adopts 'whole school approach' to SEND that involves all staff adhering to a model of good practice driven by quality first teaching, robust monitoring of provision and progress measures. All staff within the school are committed to identifying and providing for the needs of children in a wholly inclusive environment. Inclusion is recognised as a high priority in this policy, in line with the policies of the Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with SEND. Where pupils have SEND, a graduated response will be adopted.

The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO or Resource Provision Manager will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the Graduated Response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach.

Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place to include some or all of the following:

- Classroom organisation and management
- In-class support by teacher
- Small group work
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Referral to an outside agency

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCo where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests.

Parent/Carer Participation

The school will actively seek the involvement of parents and carers in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents and carers is often the crucial factor in achieving success.

Parents and carers will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in The Code of Practice.

Communications between the parents and carers and the school will be consistently maintained. We will always discuss with parents and carers before we seek support from an external agency. The school will work to ensure that children are fully aware of their own needs and the targets in their Support Plans.

We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency Working

Regular liaison is maintained with the following external agencies:

- Behaviour Support Service
- Child and Family Consultation Service
- Complex Learning Needs and Dyslexia
- Disabled Children and Young People's Service
- Early Intervention Service
- Educational Psychology Service
- Language Communication and Interaction Service
- Occupational Therapy
- Speech and Language Therapy

Evaluating Success

This policy will be kept under review. School leaders will gauge the success of the policy by the achievements of the outcomes outlined in individual support plans and the quality of SEN provision across the school.