

Special Educational Needs (SEN) Policy

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

*(Special educational needs and disability code of practice: 0 - 25 years, page 25,
Department for Education, January 2015)*

1 Introduction

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.
- 1.2 These requirements may arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1 The aims of this policy are:
 - to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;

- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

- 3.1 Through appropriate curricular provision, including a variety of classroom management and behaviour strategies, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2 Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

- 4.1 Children with special educational needs have learning difficulties that call for special provision to be made, above and beyond that which is 'Ordinarily Available'.
- 4.2 'Ordinarily Available' provision is included on the school website and as an Appendix to this policy, along with an information leaflet for parents, detailing our provision at Broadwas.
- 4.3 There are four broad areas of need; **Communication and Interaction** (speech, language and communication need - SLCN), **Cognition and Learning** (specific learning difficulties – SpLD, moderate learning difficulties – MLD and severe learning difficulties – SLD), **Social, Emotional and Mental Health difficulties** and **Sensory and/or Physical needs**.
- 4.4 In our school the Special Educational Needs Co-ordinator (SENCo):
- manages the day-to-day operation of the policy;
 - supports and advises colleagues;
 - maintains the school's SEN register;
 - contributes to and manages the records of all children with special educational needs in conjunction with the class teacher;

- completes the documentation required by outside agencies and the LA;
- acts as a link with parents;
- regularly reviews the Individual Provision Maps (IPMs);
- acts as link with external agencies and other support agencies;
- monitors and evaluates the progress of children on the SEN Register and meets termly with the SEN Link Governor.

5 The role of the Governing Body

- 5.1** The Governing Body has nominated Mrs Elizabeth Winscom to oversee the area of SEN. The SEN Link Governor meets termly with the SENCo to monitor the progress of children on the SEN Register by carrying out a book scrutiny and looking at current data. The SEN Link Governor provides feedback to the Full Governing Body following monitoring meetings.
- 5.2** Children with special educational needs will be enrolled at the school in line with the school's agreed admissions policy.

6 Allocation of resources

- 6.1** The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.
- 6.2** The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

7 Assessment

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices.
- 7.3** The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support. Interventions are recorded on Individual Provision Maps (IPMs) for pupils on the SEN register (SEN Support) and for those receiving additional support due to 'Class Concern'.
- 7.4** The use of IPMs enables small steps of progress to be measured, supporting a robust tracking system. An IPM is continued throughout a pupil's time at Broadwas so prior interventions can be easily accessed and considered when additional support is needed.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1** The school works closely with parents of all children. Where there are concerns, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- 9.2** We have regular meetings to share the progress of our children with their parents. Parents of children on the SEN register are also encouraged to meet with the SENCo at least twice a year at Parent – Teacher meetings. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs on our website.

10 Monitoring and evaluation

- 10.1** The SENCo is involved in supporting teachers involved in drawing up Individual Provision Maps (IPMs) for children. The SENCo and the Headteacher hold regular meetings to review the work of the school in this area and evaluate data for pupils on the SEN Register. The SENCo and Mrs Elizabeth Winscom, the Governor with responsibility for special educational needs, also hold termly meetings (see 5.1).
- 10.2** The Governing Body reviews this policy regularly and considers any amendments in light of the annual review findings.

Reviewed and approved by the Governing Body on 26th February 2014.

Reviewed and approved by the Governing Body on 15th July 2015.

Reviewed and approved by the Governing Body on 28th March 2018.

Reviewed and approved by the Governing Body on 12th September 2019.

Reviewed and approved by the Governing Body on 11th November 2020