



## SPECIAL EDUCATIONAL NEEDS POLICY

### Purpose

We at The Walnuts School believe that each pupil has individual and unique needs, however, some pupils require more support than others to achieve their full potential. We acknowledge that all our pupils have Statements or EHCPs in which their individual special educational needs (SEN) are identified and detailed. They will all require help throughout their time in school and, in addition, some pupils may require extra support at certain times to help them overcome more severe, complex and challenging needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The Walnuts School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to an appropriate and balanced curriculum that has regard to the Early Years Foundation Stage Curriculum, the National Curriculum and a life skills based, practical curriculum for our older students.

In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- use autism friendly strategies and therapeutic approaches which will support the children's learning where appropriate.
- give all pupils equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that all children have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

## **Who/what was consulted?**

In producing this policy we consulted all teachers and support staff and the governing body.

## **Relationship to Other Policies**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

## **Roles and Responsibilities of Head Teacher, Other Staff, Governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school.

The **head teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for all pupils
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the *SEN Code of Practice* (2001)
- parents are involved in decisions about how each pupils individual needs will be met
- they are fully informed about SEN issues, so that they can play a major part in school self-review

- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The school's **special educational needs co-ordinator** (SENCO) is the Headteacher, who delegates to the **Heads of Department** responsibility for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- carrying out detailed assessments and observations of pupils with specific learning problems
- managing the review of statements
- Quality assure all reports for annual reviews, and the development of appropriate IEP's
- co-ordinating the provision for pupils with SEN
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of key stage tests and SATs
- contributing to the in-service training of staff
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the Head of Department for advice on assessment and strategies to support inclusion

- making themselves aware of this policy
- giving feedback to parents of pupils with SEN.

**Teaching Assistants/Other Support Staff** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

**Pupils will:**

- Participate as able in setting and reviewing their IEP targets.

### **Arrangements for Complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Head of Department. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the Head Teacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

### **Arrangements for Monitoring and Evaluation**

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Heads of Department and subject leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for all pupils
- termly monitoring of procedures and practice by the SEN governor
- the school development plan which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEP's and targets, revise provision and celebrate success.

**Date for review:** November 2019