

## **LONG MARTON SCHOOL**

### **SPECIAL NEEDS (SEN) POLICY**

#### **Introduction**

Long Marton School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEN throughout or at anytime during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the need of the pupils, whether for learning difficulties, behavioural problems, physical disability or 'gifted & talented' children. At Long Marton School we have regard to the LEA guidelines and DFES SEN code of practice.

In their planning teachers take into account pupils' special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

#### **Aims and Objectives**

The aims and objectives of this policy are:

- ✓ To identify children with special educational needs as early as possible, using ongoing diagnostic assessment, monitoring & tracking;
- ✓ To ensure parents, are kept fully informed and are engaged in effective communication about their child's SEN;
- ✓ To plan, implement and monitor provision for pupils with SEN through partnership between parents, staff and consultation with the LEA, external agencies and governors, making expectations clear of all partners in the process and provision of special needs;
- ✓ To ensure all pupils have equal access to a broad, balanced and differentiated curriculum;
- ✓ To provide a caring, safe, supportive environment, which promotes learning and meets the special educational needs of each pupil;
- ✓ To encourage pupils to develop confidence and self esteem and to recognise the value of their own contribution to their learning;
- ✓ To encourage pupils to be fully involved in their learning.

#### **Identification, Assessment and Review**

Early identification of a child's special educational needs is very important. They may become apparent at any time in a child's school life and this should be identified, and intervention made as quickly as possible. Progress made by children is regularly monitored and reviewed. The normal cycle of planning, teaching, assessing and evaluating is the primary means of identification. The school keeps a register of children with SEN where concerns, actions taken, outcomes, observations and parent and child interviews are recorded. Records will inform planning.

Additional support is provided through Early Years/School Action. This will be monitored and reviewed regularly through an Individual Education plan (IEP).

- The SENCO will consult with parents, carers, teachers and support staff about IEPs to ensure all interested parties are aware of learning targets and their contribution to their achievement.
- All IEPs will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. Parents and children will be invited to take part in the review and target-setting process.
- Early Years/School Action Plus (EY/SA+) – if we have evidence that a child is making insufficient progress despite support at EY/School Action, the SENCO may seek further advice from external specialists within the Pupil and School Support services (PaSS). PaSS is an LEA service consisting of professionals, including specialist teachers, educational psychologists, education welfare officers and education administrators. The SENCO will keep parents and children fully involved and informed about any proposed interventions.
- The range of support for pupils at EY/SA+ will be similar to that at EY/SA but may be necessarily more intensive.
- Students with a statement of SEN will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LEA, which will consider whether to maintain, amend or cease the statement.
- This school will liaise with the receiving school when a child with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.
- Staff training – updated where appropriate – performance management.

### **Roles and Responsibilities**

At Long Marton School provision for pupils with special educational needs is the responsibility of all members of staff.

Helen Dixon is the Special Educational Needs Co-ordinator (SENCO).

This policy was reviewed in summer 2016. It will be reviewed again in summer 2018.