



Special Educational Needs Policy

Description	By Whom	Date
Established	Greenhill / TM	10/3/15
Reviewed	TM	11/8/16
Approved	D of S	15/9/16

Principles

All children have individual needs and at times they have needs which are additional to and different from those of others in their peer group. This policy aims to address how we will meet these needs as they arise in relation to the 'Children & Families Bill 2014' and the 'Special Educational Needs Code of Practice 2014'. It will ensure that no child will be discriminated against regardless of their need. The policy will ensure that the funding assigned to Special Educational Needs by the Board of Trustees is clearly identified and used effectively for its intended purposes.

Purposes

1. To ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum.
2. To ensure that provision for children with Special Educational Needs is central to curriculum planning and to recognise and record strengths, successes and create a positive self-image.
3. To ensure all staff accept responsibility for planning, organisation and delivery of appropriate educational material for children with Special Educational Needs.

Guidelines

1. The SLT of each academy will review the procedures and practices in school as part of the ongoing self evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
2. Any members of staff can refer a child to the SENCo regarding Special Educational Needs, including support staff and learning mentors.
3. The Special Educational Needs Co-ordinator (SENCo) will be responsible for the identification and assessment of specific educational needs and will be responsible for requesting the advice of outside agencies and the involvement of the LEA.
4. The assessment of Special Educational Needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff and parents.
5. Parents will be informed as soon as their child is raised as a cause for concern and will sign parental consent as soon as the child is placed at SEP1.
6. INSET opportunities will form an important part of staff development and will raise awareness and provide practical examples for supporting children with SEN.
7. A flexible approach is applied to target children with SEN including a variety of interventions. This will incorporate in class support and short term withdrawal on an individual and group basis. Class teachers will be informed of relevant assessments and given advice on how to act upon these in class.
8. Active participation by parents is encouraged. Partnerships play a key role in enabling children and young people with SEN to achieve their full potential. They will be informed of progress through discussions with the class teacher. Children with a statement of educational needs, EHCP or SEP2 will be invited to termly review meetings with the SENCo, class teacher, support staff and also outside agencies. They will be asked to contribute

valuable information, which gives a shared view of the child's needs and best ways of supporting them. They will be informed of these meetings in writing and also by a reminder phone call (where possible)

9. The positive achievement of pupils with SEN is to be recognised. This should be done in the same way as all pupils and in line with the other Trust policies on recognition and reward.
10. Children with a statement of Special Educational Needs or EHCP will continue to have access to the whole curriculum unless an exemption has been made and agreed by professionals. This should also be reflected in the child's statement or EHCP.
11. The views of a child with Special Educational Needs will be encouraged to form part of the decision making process and contribute to the assessment of their needs through the review and transition process.

Conclusion

This policy is an integral part of each School Development Plan, playing an important part in the educational development of pupils. Any complaints about the procedures and policies, regarding Special Educational Needs, should be made to the Principal who will respond and report the outcomes to the governing body. This policy will ensure that the children identified on the school's register of SEN, are treated as equally as others, and that the school will make reasonable adjustments to avoid disadvantaging these children.

Whole Class

Does the child need SEP
(Special Educational Provision)

Is the child Gifted and
Talented?

YES

NO

NO

YES

All children receive Quality First
Teaching (QFT): Every Teacher
Should

Can you meet the child's SEP
through adaptation of QFT?

NO

Does the child have a
Statement/EHCP?

YES

NO

YES

G & T

The child will receive Quality
First Teaching provision including:

- Extracurricular trips and clubs
- External Visitors
- Small target group to extend

SEP—Level 1

This child will receive differentiated QFT to suit
needs.

- Differentiated learning
- Small group work
- Interventions

SEP—Level 2

The child will receive differentiated QFT to suit needs

- Individualised Learning Action Plan
- Termly and annual reviews between teacher and
SENCO to monitor progress.
- Assistance from outside agencies
- Small group work/ interventions

ST/EHCP

The child will receive wave 3 provision including:—Termly
and annual reviews between teacher and SENCO to
monitor progress

- Individualised Learning Action Plans
- Learning log
- Assistance from outside agencies
- PIVOTS to assess progress (where applicable)
- 1:1 targeted interventions
- Personalised planning