



**ST PHILIP'S CE
PRIMARY
SCHOOL**

S.E.N. Policy

Policy confirmed by the Governing Body of St Philip's CE Primary School on:

Date: _____

Signature: _____
(Chair of Governors)

To be reviewed on: _____

St Philip's Policy for SEN - draft

Definition of Special Educational Needs - Education Act 1996

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in schools for children of the same age

NB - The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the Disability Discrimination Act. The school aims to ensure that each child receives the appropriate provision based on their identified needs.

Aims and Principles

1. Ensure that the school is active in the early identification and assessment of special needs.
2. Ensure that appropriate provision for special needs is made including academic, behavioural and emotional needs.
3. Ensure that children with special educational needs have access to a broad and balanced curriculum with relevant and appropriately differentiated tasks/activities.
4. Ensure that children with special educational needs have access to range of materials and learning styles required to further their learning and development.

Procedures

1. Identification, assessment and monitoring of special educational needs follows the model set out by The Code Of Practice (2004)
2. There are 4 stages of practice that the school follows:
 - a. Cause for concern

If a teacher is concerned that a child is having difficulties in learning or with behaviour management, this is shared with the parents and monitored. This is noted on the class SEN register.
 - b. School Action/Provision Mapping

If the difficulties continue these are shared with the SEN coordinator and appropriate interventions are agreed and put in place. These are shared with the parent and child and may include work within class or a group outside of class. This is mapped and monitored and reviewed through the Provision Map by the SEN coordinator.
 - c. School Action Plus

If the difficulties continue and there is a lack of satisfactory progress made through school interventions, the SEN coordinator will approach relevant agencies for further support and advice. At this point an Individual Education Plan will be set up and specific targets and strategies will be agreed with all relevant parties including parents and child.
 - d. Statement

If the IEP targets have not been successful in meeting the needs of the child and satisfactory progress has not been made the school may decide to refer to the Local Authority for a Statutory Assessment. The school will assess whether a child meets the criteria for a Statutory Assessment. If a child's application by the school is successful the individual will be issued a statement. This will set out specific needs and necessary provision as well as indicate additional resources and funding available to the school to meet these requirements.

Partnership

1. The school aims to ensure that parents and children are fully aware of the schools procedures for children with SEN.
2. The school aims to work in partnership with all relevant parties for any child at any of the 4 stages listed above.
3. Three times each year (September, January and April) an evening is set aside for teachers and parents to discuss children on stages 3 (School Action Plus) and 4 (Statement) at greater length and to review IEP's and set new targets.
4. Particular emphasis is given to involving the child where possible in the process of reviewing and setting of targets.

Roles and Responsibilities

1. The SEN coordinator is responsible for
 - a. managing the provision for all children on the SEN register under the 4 stages identified by The Code of Practice including the deployment of Teaching Assistants where necessary
 - b. supporting and advising colleagues
 - c. ensure all records of children with special educational needs are appropriately monitored and reviewed at all 4 stages in accordance to the SEN system within school
 - d. liaise with parents and external agencies
 - e. liaise with the head teacher on the use of matrix funding for children with statements and all other resources allocated for SEN provision

- d. The Governing Body
 - a. has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
 - b. does its best to secure the necessary provision for any pupil identified as having special education needs. The governors ensure that all teachers are aware of the importance of providing for the SEN children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.