



CROSCOMBE AND STOKE ST MICHAEL PRIMARY FEDERATION

SPECIAL EDUCATIONAL NEEDS POLICY

Croscombe is a Church of England School and this policy has been written with reference to our Christian Foundation

Our schools are fully inclusive and are committed to offering the best possible Special Educational provision to all children. No child should be excluded from their basic entitlement due to issues such as physical limitations or learning difficulties.

Introduction

In order for a child to be placed on the Special Educational Needs (SEN) register they must have a learning difficulty that means they make significantly less progress than is expected for that child. Or, they must have a physical and/or sensory disability which means that provision must be made in order for them to make expected progress alongside their peers. High quality teaching that is differentiated and personalised will meet the needs of the majority of students, and teachers are supported and advised by the SENCO to achieve this. Students on the SEN register are those that require provision that is 'additional to or different from' this high quality teaching and specific strategies and interventions are identified to support them.

- A child must not be considered as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.
- Special Educational Provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.
- Learning support can generally be defined as anything which is needed to enable the learning process to take place. Learning support is the combination of the process of supporting learning, and the resources required to enable that process to be accomplished effectively and efficiently.
- This policy reflects the consensus of opinion of the whole teaching staff, and has the full agreement of the governing body and school staff.
- Every teacher is a teacher of special needs. The implementation of this policy is the responsibility of all the staff. Staff will understand and implement the core standards as part of the graduated response.

It is recognised that some pupils may have Special Educational Needs during the course of their educational career, and that these may be mild, or transitory, or specific, severe or complex. Some pupils may have a range of difficulties. The aims and objectives of this policy are that the needs of these children should be met, within the context of the following, and in line with the SEN Code of Practice 2014. Our federation aims to provide the best possible quality of educational provision, and to ensure equal opportunity for all.

- Our schools aim to provide a stimulating environment that will enable all pupils to develop their full potential educationally, whilst learning to respect themselves, others and their environment.
- All pupils should be enabled to receive a broad and balanced relevant curriculum, with appropriate differentiation to ensure quality of access.
- Early identification is essential, with appropriate support to be given from the earliest identification of pupil need. Staff will follow an Assess, Plan, Do, Review process (APDR) to enable need to be identified and then plan/review appropriate provision.
- Our federation recognises that all staff have a responsibility for providing for pupils with SEN.
- Pupils with SEN should be as fully integrated as possible into the life of the school.
- The relationships between child, home and school is valued and appreciated. It is recognised that such links may have a significant beneficial effect on a child's progress. We will work in partnership with parents and carers and ensure that they are kept fully informed at every stage of the APDR process. The views of the child are also taken into account at all stages of the process.

In order to evaluate and reflect upon the SEN provision in school the staff and governors completed the Somerset Inclusion Audit. This enables the SENCO to set a setting-specific development plan that is linked to the aims and expectations of the Local Area

The school will work closely with other professionals to develop best practice in SEN and to inform assessments and provision for individual children. Schools will seek support from professionals when it is agreed with parents that additional intervention will be helpful in meeting a child's needs. Such links may include:

Learning Support Services (LSS)

Autism and Communication Service (ACT)

Mendip Partnership School

Educational Psychologists (EPS)



Integrated Therapy Services –

- Occupational Therapy (OT),
- Speech and Language therapy (SLT)
- Physiotherapy (PT)

Medical Services

Parent and Family Support Advisors

Children’s Social Care

Sensory Physical Impairment and Medical Support Service

and other relevant agencies.

Where children have needs that mean they continue to make less than expected progress, despite evidence-based support and interventions and following advice of specialists, schools will consider requesting an Education, Health and Care Plan assessment.

The school aims to ensure that good liaison is fostered with local Early Years providers, in the light of the DFE guidance for the Foundation Stage, and with secondary schools before entry and at transfer.

The school SENCO plays an active part in developing school to school support within the local community partnership where the SENCOs regularly meet together for joint training, support and professional development.

This policy should be read in conjunction with our SEN Information Reports which contain detailed information about the processes and systems in place in both schools to meet the needs of those pupils with a SEN

January 2019

Signed.....Chair of
Governors

Signed.....SEN Governor

Signed.....Headteacher

Signed.....SENCo
.....SENCo

Date for review; January 2020