



Special Education Needs Policy 2016

Purpose of Policy

We at Kingsmoor School believe that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

Relationship to other policies

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

Roles and responsibilities of headteacher, other staff and governors

The school have decided that using class teachers and well trained teaching assistants is the most effective means of delivering SEN support.

The **Headteacher** 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
- Working closely with the SEN personnel within the School
- 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
- Currently the Headteacher is the nominated SENCO

The **Special Educational needs co-ordinator (SENCO)** is responsible for:

- Ensuring the day-to-day operation of this policy is delivered by Teachers and Teaching Assistants
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEN
- Arranging for detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEN
- Supporting class teachers in devising strategies, drawing up Individual Educational Plans (IEPs); setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN
- Liaising 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
- Maintaining the school's SEN register and records

- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information
- Contributing to the in-service training of staff
- Ensuring that midday supervisors and other staff are given any necessary information relating to the supervision of pupils at lunchtime or during other activities and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- Ensuring that the SEN offer is up to date and published annually.

Class Teachers are responsible for:

- Including pupils with SEN in the classroom and for providing an appropriately differentiated curriculum, seeking advice from the SENCO
- Drawing up Individual Educational Plans (IEPs)
- Setting targets appropriate to the needs of the pupils
- Liaising with and giving feedback to parents of pupils with SEN
- Devising effective strategies
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN

Learning support staff/teaching assistants 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

The **Governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- The necessary provision is made for any pupil with SEN
- 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 and the Children and Families Act 2014
- Parents are notified if the school decides to make special educational provision for their child
- 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

Reviewed at committee

Date: 9th June 2016

Approved at committee

Date: 9th June 2016

Adopted by Governing Body Date: 30th June 2016

Signed (Chair of Governor)