

# SURLINGHAM PRIMARY SCHOOL

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## SURLINGHAM COMMUNITY PRIMARY SCHOOL

### Special Educational Needs (S.E.N) Policy

This policy is in keeping with the Surlingham school's aims, its teaching and learning policies, and its commitment to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs (SEN).

All children at Surlingham are valued equally regardless of race, gender, creed and ability, whether they have physical, sensory, emotional, behavioural, specific or general needs and SEN children are not viewed as a separate entity but are part of the whole school approach. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are recognised and met through varied and flexible provision throughout the curriculum.

#### **Definition of Special Educational Needs**

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty in if they:

- Have a significantly greater difficulty in learning than the majority of the children of the same age.
- Have a disability, which either prevents or hinders them from making use of educational facilities of a kind generally provided for the children of the same age in schools within the area of the Local Education Authority.

Special Educational Provision at Surlingham Means:

Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in mainstream classes.

#### **The School's Aims and Objectives for Special Educational Needs**

- The progress of all children will be continually monitored to identify needs as they arise, needs will be identified and support provided as early as possible.
- All staff, governors and pupils will value pupils' different abilities and support inclusion.
- Full access to the curriculum will be provided through flexible; differentiated planning by class teachers and teaching assistants as appropriate to ensure effective learning.
- To support and meet the needs of children of all ability levels.

- To identify, assess and provide for special needs as soon as possible, setting appropriate targets and maintaining a review procedure throughout the child's period of difficulty.
- To adopt practices and procedures that assist children in their learning.
- To proactively seek the views of the child and their parents/carers and take them into account.
- To raise the self esteem of each child through their involvement in their own learning.
- To ensure resources are provided and that staff are supported in class and through INSET, and that they are fully aware of the SEN Code of Practice and this policy.
- To fully inform parents and involve them with their child's learning wherever possible.
- To offer full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum to the children with special educational needs

### **Admission Arrangements**

Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs. If a pupil is transferring into the school with a Statement of Educational Needs or they have been receiving extra support, the continuation of this support will be negotiated through the LEA to ensure the child's needs are met. Any variation to the above will need to be agreed by the full governing body.

### **Arrangements for providing SEN pupils access to a broad and balanced curriculum**

At Surlingham the teachers' knowledge and experience in planning forms an integral part of identifying and supporting children with SEN. Long and Medium term planning ensure continuity and progression is achieved throughout the primary years. Short term planning details learning outcomes for all children and also highlights differentiated work for pupils with SEN. On Group and Individual Education Plans (IEPS) targets are identified and run alongside whole class and other group targets. IEPs are regularly reviewed to ensure meaningful targets are set for each pupil at all times.

Differentiation takes a variety of forms within teacher's planning:

- Differentiation by support.
- Differentiation by activity.
- Differentiation by outcome.
- Differentiation by input (e.g. mode of communication/simplified instructions).

### **Basic Information about the school's Provision for SEN**

#### **The Class Teacher's Role**

The class teacher's role is central to the delivery of this policy.

- To gather information about the child and make an initial assessment of the child's special educational needs
- To provide special help within the normal curriculum framework, exploring ways in which increased differentiation of classroom work might better meet the needs of individuals
- To monitor and review the child's progress, liaising with others concerned
- To provide a differentiated, broad and balanced curriculum in line with the school's curriculum map and the equal opportunities policy.

#### **Teacher Assistants**

The TAs will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs. They are managed by the Headteacher but directed by the class teacher, and work in line with their job description.

### **Special Needs Advisor**

The LEA's appointed person to advise and give practical programmes to staff and parents on the individual needs of the child. They will work closely with the child's class teacher and the Headteacher when planning, monitoring and reviewing Special Educational Needs provision. There are specific advisors for some difficulties.

### **Identification and Assessment**

The following points will be considered when identifying and assessing the special educational needs of the child:

- Continuous teacher assessment, SATs results and optional assessments in Y3, 4 and 5
- Assessment of the child by an Outside Agency
- The use of the review procedures with regard to the level of the special educational needs of the children in accordance with the SEN Code of Practice.

Policy Approved: \_\_\_\_\_

Date: \_\_\_\_\_

Policy Review Date: \_\_\_\_\_

