

SPECIAL EDUCATIONAL NEEDS POLICY

Policy No: 20.1

To be Reviewed: Annually

Person Responsible for Review: Head Teacher

This policy complies with Part 6, paragraph 24 (3)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations 2013.

Aims

The aims of Meadowpark School and Nursery are to provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to maximum inclusion commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources. To support these aims, the following structures, procedures and systems are in place.

Identification of Pupils with Special Educational Needs

Pupils with Special Educational Needs are identified as early as possible. Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- They are under school age and fall within the definitions above.

Many children who join our school have already attended an early education setting. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessment shows that a child may have a learning difficulty we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term to which the child's parents will be invited.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called School Action Plus. External service will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

Provision

- Our designated member of staff to be special educational needs co-ordinator (SENCO) is Mrs Summers who will:
 - Manage the day-to-day operation of the policy;
 - Co-ordinate the provision for and manage the responses to children's special needs;
 - Support and advise colleagues;
 - Oversee the records of all children with special educational needs;
 - Act as the link with parents;
 - Be responsible for gifted and talented children.

- We ensure that children with SEN are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN.
- We provide resources (human and financial) to implement our SEN policy.
- We ensure the privacy of children with SEN when intimate care is being provided.
- We raise awareness of any specialism the school has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views.

Monitoring and review

The headteacher has overall responsibility for monitoring and reviewing this policy.

Signed Headteacher Date

Date of Review

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