

Gower House School Special Educational Needs (SEN) Policy

1 Introduction

- 1.1** This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children has particular learning and assessment requirements that could create barriers to learning.
- 1.2** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3** Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1** The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

- 3.1** Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2** Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;

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- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 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.

4.2 The 1981 and 1993 Education Acts instructed schools to distinguish between five different stages of assessment – The first three of which are mainly school based.

4.3 In our school the Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies;
- acts as the link with parents through the head teacher
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies when required.

5 Assessment

5.1 Early identification is vital. The school informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

5.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

5.3 The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

5.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

5.5 The school uses a three stage model to respond to children's special educational needs:

- **Stage 1:** the class teacher identifies and consults with the SENCO;
- **Stage 2:** the SENCO takes the lead in gathering information and co-ordinating the provision in school;

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- **Stage 3:** the teacher and the SENCO are supported by outside agency involvement;

6 Access to the curriculum

- 6.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- Understand the relevance and purpose of learning activities;
 - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 6.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 6.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

7 Partnership with parents

- 7.1** At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- 7.2** We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Signed:

Date: