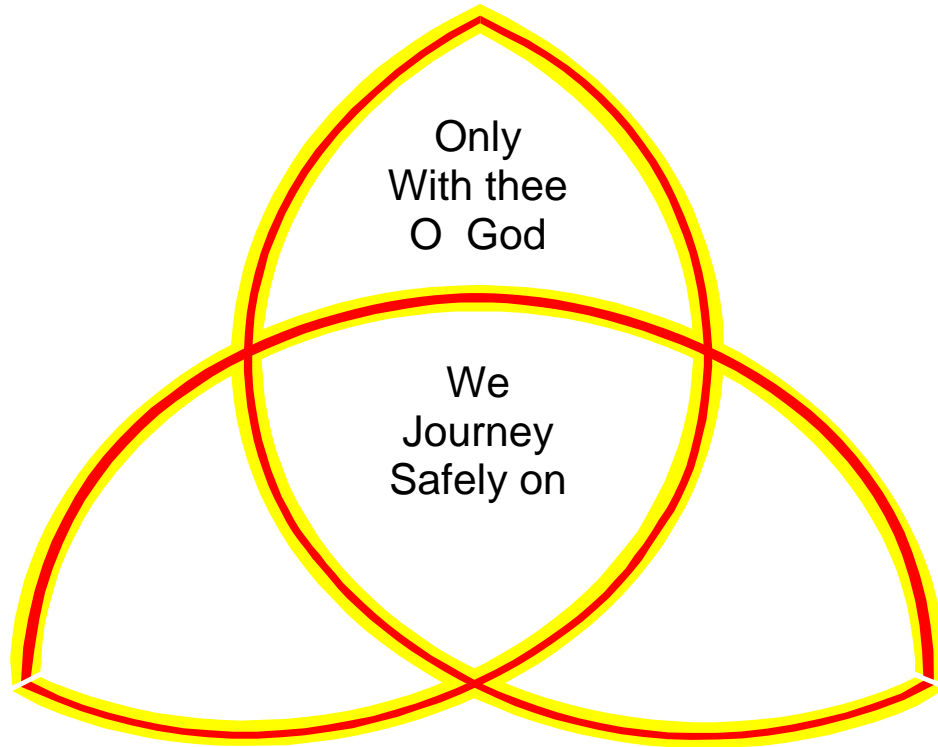


Holy Trinity CE Junior School



Policy for:

SEN Policy

Written by:

Anna Cooper

Date Adopted:

Autumn 2016

Review Date:

Autumn 2018

SPECIAL EDUCATIONAL NEEDS POLICY

Principles

Wanting the best for each member of the school, and the best from each member of the school – within a Christian environment, gladly working in partnership with each other, with home, church and the community – led by the hand of God.”

Our school mission statement is our philosophy for the nurture of all of the children at Holy Trinity School, including those with Special Educational Needs. Our Church school ethos places great value on the importance of the individual. This policy seeks to give guidelines to ensure our aim is achieved.

Aims

- All children with Special Educational Needs reach their full potential.
- All Children with SEN will have access to a broad, balanced and relevant curriculum, including the National Curriculum and are integrated into school life.
- The school will provide equality of opportunity for all SEND pupils, physically socially and intellectually.
- The learning, quality of work and progress of SEN pupils is raised relative to their starting point.
- The school will work in partnership with parents/carers, the child and multi disciplinary agencies to ensure that their voices enhance the progress of all SEN children.
- Parents will be informed of the provision made for their child and have a clear understanding of the SEN Process and how they can support their child in their learning. (Appendix I SEN Process)

Practice

To be read in conjunction with the SEN Report and SEN process

- Children who have Special Educational Needs (SEND) will be identified through paperwork from their previous school or through the criteria and assessments listed in the SEN Process. .
- Class teachers will have overall responsibility for the education of children with Special Educational Needs within their class and ensuring that the work is differentiated with reasonable adjustments and high quality provision being made.
- Class teachers will liaise with their own Year Team and the SENCo to ensure that barriers to achievement are removed, the school’s provision meets the needs of the children with SEND and targets are aspirational.
- Detailed records are kept about children with SEND to ensure that progress is made.
- The views of the child are sought and taken into account.
- Parents have a vital role to play in supporting their child’s education and they will be regularly consulted. Their views will be taken into account at all stages.

- Children with SEND will be well prepared for transitions within the educational setting.
- The SENCo tracks child's provision in SEN through the school and reports on the patterns of progress to the Senior Leadership Team and the Governing Body.
- There is a complaints procedure in place in the school. In the case of SEN there is provision through an organisation called SENDIST
- The school access plan is part of the Equalities policy. The provision of the access plan is monitored by the Finance & Premises Committee of the Governing Body.

Monitoring and Evaluation of Practice

Provision for children with SEN is a matter for the school as a whole. The Governing Body will have the statutory duty. The Head teacher and the Deputy Head teacher have responsibility for the strategic management issues of SEN and the SENCo is responsible for the day to day management of the policy.

The SENCo will report to the governing body formally at the Pupils' and Curriculum Committee once per term. In July the school will report to the Local Authority on the provision for SEN Pupils by the provision map and annual budget return. Additional to whole school assessment SEN progress is tracked half termly monitoring of data on core subjects half termly pupil progress meetings, in SLT, via IEPs, intervention groups and on the provision map.

Learning walks and books looks also monitor day to day provision and effective practice

The Governing Body will agree the SEN Policy through the Pupils' and Curriculum Committee. This will be reviewed every two years.

Anna Cooper – May 2013 October 2016

Appendix 1 Equality Policy

Appendix 2 SEN Process

Appendix 3 SEN Information Report