



Let it be known that all who enter here that Christ is the reason for this school, the unseen but ever present teacher in its classes, the model for its children, the inspiration for its staff.

We aim to be a Christian community and witnesses to Christ, where all can experience and grow in Christian love, through God's word and the gifts of His sacraments, and through prayer and personal example

Policy for Special Educational Needs.

Our Mission Statement underlines our commitment to...

'...offer a broad and balanced curriculum to enable all children to realise their highest level possible'.

We understand that, because of their special needs, not all of our pupils will reach their full potential within a normal classroom situation despite a differentiated approach and we have therefore, put the following policy and procedures into place:

The school employs a Special Needs Co-ordinator (S.E.N.C.O.) who is responsible for:-

- the day to day operation of the school's S.E.N. policy
- ensuring that adequate screening procedures are in place
- liaising with and advising class teachers
- co-ordinating S.E.N. provision
- over-seeing the records of S.E.N. pupils
- ensuring I.S.P.s are in place
- monitoring teachers' planning for evidence that I.S.P.s are being implemented
- liaising with parents/carers of S.E.N. pupils.
- liaising with external agencies (Education Psychologist; Attendance Officer, Medical Services; Social Services; Diocesan Services; Voluntary Organisations) where these are involved with S.E.N. pupils
- contributing to and sometimes organising INSET provision
- managing Learning Support Assistants for pupils with EHCPs

Identifying Special Educational Needs:

We recognise that children have S.E.N. if they have a learning difficulty which calls for educational provision beyond that normally provided in class.

We accept the Code of Practices definition that children have a learning difficulty if they:

- *have a significantly greater difficulty in learning than the majority of children of the same age*
- *have a disability which prevents or hinders them from making full use of the educational facilities which are generally provided for school children of the same age within the area of the Local Authority*
- *are under compulsory school age and fall within the previous definitions or would do so if special educational provision was not made for them.*
- *Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

Provision:

Once the areas of concern have been identified by the parent or school, a meeting is arranged to discuss how the child's needs can best be catered for:

- the child's needs are carefully monitored in order to assess the way forward
- the child is placed on the SEN register
- an ISP drawn up with targets to be reviewed termly
- the child will receive additional input if appropriate
- appropriate external agencies will be contacted

The class teacher is responsible for providing a differentiated curriculum in line with the Code of Practice. Care is taken to ensure that all children receive their full entitlement across the curriculum with the appropriate level of support and expectations. The spiritual needs of pupils with S.E.N. are well catered for within the school's R.E. policy and also in parochial preparation of children receiving the Sacraments. Teacher training in this area is ongoing. Frequent liaison with the S.E.N.C.O and INSET has and will be used to ensure all staff are fully aware of the requirements of the COP and have the necessary expertise to meet these requirements.

Resources for S.E.N. are met from the school's budget.

All SEN provision takes account of St.George's School's desire to be fully Inclusive no matter what level of learning or physical ability the children have. This will be considered with reference to the Equal Opportunities Policy to ensure equal access to all aspects of school life.

The S.E.N. policy is available for parents who can make appointments to see the class teacher, the Head or the S.E.N.CO. to discuss any concerns. Parents of pupils on COP levels are invited into school when review forms/new I.S.P.s are being completed to place on record their comments about their child's progress and opinion on the child's future requirements.

The school's local offer is available on the school website.

Record keeping and monitoring:

Each child requiring S.E.N. provision has a confidential file containing:

- all assessments carried out to identify their special need
- I.S.P.s/termly review forms
- Psychologist reports and/or those from other agencies
- Communications with the parents
- teacher assessments and SATs results

Records are updated on a regular basis; reviewed each term and a new I.S.P. is drawn up.

The success of this S.E.N. policy is assessed by internal and L.A procedures and by the number of children integrated successfully into the normal classroom situation.

A pupil may remain on the SEN register or return to normal class differentiation as necessary.

The Governors meet annually to consider the SEN provision within the school.

Able and Gifted children are not mentioned in the COP (effective from 1/1/02), however we consider these children to have specific needs. These children are catered for in the Able and Gifted Children policy. Likewise physically disabled children may or may not be included within this policy depending on their learning needs.

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This policy was presented to the Curriculum Committee on 17<sup>th</sup> March 2016

It was agreed by the Governing Body in

**Review date** March 2017