



Foulsham Primary School

Special Educational Needs Policy

Review Cycle – 1 year

Staff member responsible – SENCO

Committee – Local Governing Board

Date Adopted – Spring 2020

Review Date – 2021

What is a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for him or her.

Our Aims:

- To provide curriculum access for all pupils
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To map provision for all vulnerable learners including staff deployment, resource allocations and choice of interventions
- To promote pupil's self-esteem and emotional wellbeing
- To provide continuing professional development
- To work with outside agencies to ensure a multi-professional approach is utilised for the best interests of all learners

Supporting pupils with SEND:

- Pupils will have access to Quality First teaching which includes support from appropriate TAs who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response, introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND support. The graduated response is a cycle of assess, plan, do and review.

Roles and Responsibilities:

The Head of School and SENCO are responsible for ensuring the policy is implemented consistently and effectively.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of the whole school tracking system

- Writing / Reviewing the whole school provision map
- Pupil progress meetings with individual teachers
- Discussions with parents / carers and pupils
- Publish the school information report on our website as set out in the Code of Practice
- Delegate the day to day implementation of this policy
- Coordinate provision for pupils with SEND
- Liaise and advise class and subject teachers as necessary
- Manage teaching assistants employed specifically to support pupils with SEND
- Oversee the records of pupils with SEND
- Identify and then continue to in-service training for staff within the school
- Oversee transition of vulnerable learners to new schools.

Monitoring

The impact of this policy will be monitored through regular review and feedback from parents, children and staff. The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

How we identify SEND

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. When necessary outside agencies may be contacted to complete assessments. For example, S.A.L.T, Educational Psychologist or Mental Health providers.

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. This can be achieved throughout a variety of different provisions and resources. This support is described in a provision map, which describes the interventions and actions that we undertake to support learners with SEND across year groups. We modify the provision map regularly, and it changes every year and our learners and their individual needs change.

Pupil passports are written for each child who needs one.

Where necessary and education, health and Care plan (EHC plan) may be applied for if the child has complex needs.

Partnership with Parents / Carers / Pupils

- In line with the Code of Practice 2014 Parents / Carers /Pupils opinions are sought and valued when planning the children's learning and provision.