

**CHURCHFIELDS, THE VILLAGE SCHOOL**

**SPECIAL EDUCATIONAL NEEDS  
POLICY**

<b>Reference Number:</b>	
<b>Current Policy Approval Date:</b>	<b>February 2015</b>
<b>Review Date:</b>	<b>Feb 2018</b>
<b>Signature - Chair of Governors:</b>	<b>Andrew Malcolm</b>

<b>Related Policies</b>	
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## **Mission Statement:**

We want every child with SEN to be as fully included as possible in mainstream teaching and learning in order to ensure that they have the best possible chance of having a successful and enriched life with good prospects for their future. We therefore have high aspirations for our pupils with SEN. We will take account the views of the pupil and their parent/carer in supporting them to achieve their aspirations and work jointly with other agencies in order to work cohesively towards this.

## **What is SEN?**

Definition of Special Educational Needs

A special educational need is defined in the new Code of Practice for SEN (2014) as a child who is having a significantly greater difficulty in accessing the curriculum in relation to their peers.

## **Who manages SEN in our School?**

We have an SEN team consisting of the SEN governor, SENCO and two experienced teaching assistants

**Inclusion:** Please refer to our SEN information report for detailed information about how we include pupils with SEN/D and which resources and services we use to support this inclusion

## **Evaluating the Success of our SEN policy**

The SEN governor and SENCO review the policy every year to ensure that we have achieved what has been set to achieve. This is written by the SENCO after liaison with the senior leaders in school and is shared with the SEN governor in order that the school can be held to account for it's SEN provision.

## **Identifying SEN**

We use a system to identify SEN at the earliest opportunity. Early identification aids the swift application of the right strategies and resources which will support learners with SEN at the earliest stages.

The class teacher will be the person who is most likely to identify a need. The class teacher will raise a concern with the SENCO via a recording sheet and implement in –class strategies and support. These will be trialled whilst further information is collated. IF the teacher remains concerned that this is an SEN rather than a gap in learning or other issue impacting on learning then we will invite you to discuss your child's needs and complete a profile which is an overview of your child's strengths and difficulties. We will grade this on a scale of 1-10 so that we have a bench mark and can use this at review meetings to look at progress.

## **Assessing, planning, implementing and reviewing intervention**

Further intervention will be planned as further assessments are carried out and intervention will be regularly reviewed to ensure that it is the most effective. This will be informed by regular assessment by the class teacher and by the SENCO or SEN TA's.

**Recording needs and sharing information:**

We use a one page profile which is a document that shows your child's needs, likes and how they like to be supported. On the reverse we have targets which itemise the steps on the way to your child's end of year targets. These are negotiated with your child.

What happens if my child does not make progress?

If your child continues to experience on going complex difficulties that the school cannot manage despite well founded intervention being implemented, then we would seek that support of outside agencies. An outside agency may recommend further resources and strategies. If after a period of time your child is still not making progress despite the advice of outside agencies failing to secure impact, then we may apply for an Education/Health Care Plan This may not initially be a statutory document with a legal requirement to deliver. However, over time this may become statutory and your child may receive on going support and funding in order to enable them to make progress.

**Governors:**

The governor has the responsibility of holding the school to account for its SEN provision. The SENCO and governor meet regularly across the year (at least 4 times) in order to ensure that the SEN plan is being fully implemented.

**How will we know if we have been successful in identifying and supporting children with SEN?**

We will look at our SEN policy to see if we have met our mission statement on an annual basis.

We will track the SEN annual plan each term to ensure that all points have been actioned for the term

We will update our SEN information report to ensure that it accurately reflects current practice within the school