



## **BOXGROVE CofE PRIMARY SCHOOL**

### **Our School's Vision Statement**

**"God is love and those who live in love, live in God and God lives in them."**

**1 John 4.16**

This is a school where everyone is valued, nurtured and enabled to flourish. Biblical teaching and Christian values underpin our communication, relationships and behaviours. We aim to develop a curiosity and love of learning which will build confident, resilient and independent individuals. We aspire to be compassionate, tolerant and active citizens in a diverse world.

## **POLICY: SPECIAL EDUCATIONAL NEEDS & DISABILITIES**

### **Monitoring and Review of Policy**

Last update (reviewed at FGB): November 2022

Next update due: November 2023

### Purpose

We, at Boxgrove C of E School, believe that each pupil has individual and unique needs. Some pupils, however, require more support than others do. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. Boxgrove Church of England Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular, we aim to:

- enable every pupil to experience success
- have high expectations and set challenging targets for all children, including those with SEN
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- consider admission to school for children with SEN on exactly the same basis as those without SEN
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development

- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

### Relationship to other policies

This policy should be read in conjunction with the policies on teaching for learning, the school curriculum and equal opportunities, and guidance on assessment, recording and reporting. The accessibility plan is an integral part of this policy.

### Roles and Responsibilities of Headteacher, SENCo, Other Staff and Governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor who takes particular interest in this aspect of the school.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- Ensuring all Teaching and non-teaching staff are provided with adequate training and support.

The Governing Body must ensure that:

- the necessary provision is made for any pupil with SEN
- the SENCo is qualified in line with the requirements of the Education (SENCo) regulations 2008
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy and any changes to that policy
- they have regard to the requirements of the SEN Code of Practice (2014)
- if the school decides additional special educational provision is needed for any child, then this is discussed and planned for in collaboration with parents
- they are fully informed about SEN issues, so that they can play a major part in school selfreview
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- they, and the school as a whole, are involved in the development and monitoring of this policy
- the quality of SEN provision is regularly monitored (the SENCo will bi-annually report to governors on numbers of children on the SEN register and provision)

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for pupils with SEN
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- working closely with all Teachers and Teaching Assistants to ensure children are supported through quality first teaching and any additional support required
- helping staff to identify pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning problems

- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs) which are reviewed termly, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- working with parents if special educational provision is needed for their child
- liaising closely with parents of pupils with SEN, so that they are aware of any additional support that is being given, and are involved as partners with collaborative involvement
- providing parents and pupils opportunities to contribute to IEPs
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. Progression Grids SATs and measuring progress against IEP targets
- contributing to the continual professional development of staff
- managing teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCO's in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LEA SEN moderation
- Keeping up to date with SEN practice and completing any mandatory training
- Ensuring the 'local offer' is available on the school website.

Class teachers are responsible for:

- Ensuring an inclusive classroom, providing an appropriately differentiated curriculum
- They can draw on the SENCO for advice on assessment and strategies to support inclusion
- Planning and implementing the agreed provision on IEP's for individual children
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- meet with parents to discuss any concerns
- Saving IEPs and Provision maps on the school computer system, and making this available to TA's.

Teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- Feed back to the SENCo / Class Teacher on the progress of individuals and groups
- Will make them-selves aware of information in the class SEN folder
- Will be flexible in supporting children's needs as required and appropriate across the school

#### Arrangements for Complaints

Parents with concerns will be encouraged to speak first to the Class Teacher at a mutually convenient time. If further information or clarification is needed the SENCo and/or Head will also find a convenient time to talk. Appointment to meet with the SENCo can usually be arranged on Wednesdays. In the event of a formal complaint parents are advised to contact the Headteacher in the first instance, and act in accordance with the school's Complaints Policy. The LEA Parent Partnership Service is available to offer advice.

#### Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators

- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- annually monitoring of procedures and practice by the SEN governor
- school self-evaluation
- the SEN annual report to the full Governing Body
- The SENCo will write termly reports which evaluate the success, and highlight achievements and events, as well as setting new targets for development
- the School Improvement Plan, which is used for monitoring provision in the school
- visits from LEA personnel and Ofsted inspection arrangements
- feedback from parents, children and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair of Governors