

## **Our Special Educational Needs and Disability Policy**

The objectives of our SEND policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our Provision Map and ensure that the targets set are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the identification and review of the targets set for individual children
- To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them; and
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs;
- To ensure children with SEN are perceived positively by all members of the school community;
- That children will move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school; life and learning.

### **Governors' role:**

The Governing Body of the school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the Special Educational Needs and Disability Code of Practice when carrying out its duties toward all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus; and in the school prospectus including the name of the person responsible for coordinating SEN provision in the school.

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;

- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process;
- The quality of SEND provision is continually monitored;
- The SEND policy is reported on in the school prospectus and children's progress is reported in the school profile.

The Inclusion Leader meets termly with the governing body to update on SEND within the school.

The policy is updated annually.

The views of pupils and parents are sought through regular meetings, pupil interviews (annual) and parental questionnaires (annual). Views are also sought as part of the Early Help Assessment (EHA) and Education, Health and Care Plan application processes, as well as prior to and during the child centred Annual Review meetings. Questionnaires are also sent out to seek views of the effectiveness of the inclusion staff (Inclusion Leader and PSA).