



ST LEONARD'S CE PRIMARY ACADEMY
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St Leonard's CE Primary Academy Special Educational Needs Policy (SEN) 2017-19

This policy should be taken and used as part of St Leonard's CE Primary Academy's overall strategy, and implemented within the context of our vision, instrument of government aims, and values of a Church of England Academy. St Leonard's is a Church of England Primary Academy which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

1 Introduction

1.1 Our academy is committed to achieving the five required outcomes of the Pupils Act 2004 ('Every Pupil Matters'), i.e. that all pupils should:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

1.2 This academy provides a broad and balanced curriculum for all pupils. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupils diverse learning needs; a minority of pupils have particular Learning and assessment requirements that could create barriers to learning.

1.3 These requirements are likely to arise as a consequence of a pupil having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate effectively in curriculum and assessment activities.

1.4 Pupils may have special educational needs either throughout, or at any time during, their academy career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.



Living and Learning Together with God's Help



2 Aims and Objectives

2.1 The aims of this policy are to:

- create an environment that meets the special educational needs of each pupil
- ensure that the special educational needs of pupils are identified, assessed and provided for
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for pupils' special educational needs
- enable all pupils to have full access to all elements of the academy curriculum.

3 Educational Inclusion

3.1 Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

3.2 Teachers respond to pupils needs by:

- providing support for pupils who need help with communication, language and literacy
- planning to develop pupils understanding through the use of all available senses and experiences
- planning for pupils full participation in learning, and in physical and practical activities
- helping pupils to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

4 Special Educational Needs

4.1 Pupils with special educational needs have learning difficulties that call for special provision to be made. All pupils may have special needs at some time in their lives.

4.2 The 1981 and 1993 Education Acts instructed schools/academies to distinguish between the different stages of assessment - mainly academy-based for Stages 1 to 3, and multi-professional assessment for Stages 4 to 5.

4.3 In our academy the Special Educational Needs and Disability Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy
- co-ordinates the provision for, and manages the responses to, pupils special needs
- supports and advises colleagues
- maintains the academy's SEN register
- contributes to and manages the records of all pupils with special educational needs
- manages the academy-based assessment and completes the documentation required by outside agencies
- acts as the link with parents and carers
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to pupils with special educational needs.

5 The Role of the Governing Body

5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LA and other academies, when appropriate.

5.2 The governing body has decided that pupils with special educational needs will be admitted to the academy in line with the academy's agreed admissions policy.

6 Allocation of Resources

- 6.1** The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the academy, including the provision for pupils with an Educational Health Care Plan (EHCP)
- 6.2** The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3** The Head Teacher and the SENDCo meet regularly to agree how to use funds directly related to a pupil's EHCP.

7 Assessment

- 7.1** Early identification is vital. The Class Teacher informs the parents/carers at the earliest opportunity to alert them to concerns and to enlist their active help and participation.
- 7.2** The Class Teacher and the SENDCo assess and monitor the pupils' progress in line with existing academy practice.
- 7.3** The SENDCo works closely with parents/carers and teachers to plan an appropriate programme of intervention and support.
- 7.4** The assessment of pupils reflects as far as possible their participation in the whole curriculum of the academy. The Class Teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The academy uses a five stage model to respond to pupils special educational needs:
Stage 1: the class or subject teacher identifies specific needs and consults with the SENDCo
Stage 2: the SENDCo gathers information and co-ordinates the provision in the academy
Stage 3: the teacher and the SENDCo may be supported by outside agency involvement
Stage 4: the LA considers the need for statutory assessment and may order multi-disciplinary assessment
Stage 5: the LA may issue a formal EHCP and /or targeted funding
- 7.6** The LA seeks a range of advice before making a formal EHCP. The needs of the pupil are considered to be paramount in this.

8 Access to the Curriculum

- 8.1** All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:
- understand the relevance and purpose of learning activities
 - experience levels of understanding and rates of progress that bring about success and achievement
- 8.2** Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and assessment is used to inform the next stage of learning.
- 8.3** Individual Education Plans (IEPs) employ a small-steps approach and feature significantly in the provision that is made by the academy. By breaking down the existing levels of attainment into finely graded steps and targets pupils can experience success. All pupils on the Special Needs Register have an IEP.
- 8.4** Pupils are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We do not withdraw pupils from the classroom situation.

9 Partnership with Parents and Carers

- 9.1** At all stages of the special needs process, the academy keeps parents and carers fully informed and involved. Staff take account of the wishes, feelings and knowledge of parents and carers at all stages. We encourage parents and carers to make an active contribution to their child's education.
- 9.2** The SENDCo holds regular meetings (available by appointment) to inform and share the progress of pupils with special needs with their parents/carers. Parents and carers are informed of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of their child.

10 Monitoring and Evaluation

- 10.1** The SENDCo monitors the movement of pupils within the SEN system in the academy. The SENDCo provides staff and the named governor with regular summaries of the impact of the policy on the practice of the academy.
- 10.2** The SENDCo is involved in supporting teachers involved in drawing up Individual Education Plans for pupils.
- 10.3** The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.