

## **BUCKLEBURY CHURCH OF ENGLAND PRIMARY SCHOOL**

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

#### **Purpose and Background**

The aim of this policy is to identify and address the individual needs of the children at Bucklebury CE Primary School and provide specific education where required. It is our overall aim to ensure that we give everyone equal rights and the chance to succeed.

Children may have Special Educational Needs and Disabilities (SEND) either throughout or at any time during their school career. These may be displayed in one or more of the following categories: physical, emotional, behavioural and cognitive. Bucklebury Church of England Primary School children /young people to have special educational needs and disabilities if they have a learning difficulty or disability that calls for special provision to be made for them.

This policy ensures that curriculum planning and assessment for children with SEN takes accounts of the type and extent of the difficulty experienced by the child.

#### **Policy Objectives**

- To ensure that all pupils have access to a broad and balanced curriculum and that this is personalised appropriately to each individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career and ensuring effective support enables them to make good progress and in some cases catch up with their peers
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment including how they can best support this at home
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- To ensure children in the school to have a positive self image and sense of worth
- To ensure that resources are targeted effectively to support SEN children's needs

#### **Practice and Procedures**

1. Children who are identified as having Special Educational Needs will have been assessed using a range of strategies including:
  - Teacher/parent /awareness raising
  - Diagnostic testing
  - Assessment of children's work
  - A diagnosed condition.

2. Children who are causing concern are tracked across performance data and attendance data as well as looking into records to establish concerns and needs. A provision route is identified with the class teacher and SENCo and implemented promptly. This includes:
  - Supporting the child with quality first teaching in the classroom differentiated to take account of all children's needs
  - If the child does not make progress more focused support, which might be support from the teacher or TA on a more regular basis after identifying the gaps in attainment
  - If the child has attainments below the average range and is not making progress with support more intensive and individualised support will be provided. Outside Agencies would be consulted for their assessment and recommendations made
3. Outreach from specialist schools is another area of support that can be introduced to work with the school to meet the needs of the child.
4. Where a multi-disciplinary approach is needed a CAF form may be completed by all the key parties involved with the child.
5. Strategies are put in place to ensure the child performs to the best of their ability.
6. Achievements are celebrated in assemblies, through displays, individual/peer praise and recognition

#### **Associated Policies and Documents**

- Every Child Matters
- Children Act 1989
- Safeguarding Policy
- Sex and Relationships Policy
- Equality Scheme
- Health and Safety Policy
- West Berkshire HR Policies

#### **Management of this policy**

This policy is implemented and managed by the Headteacher with reference to the Senior Leadership Team (SLT).

The committee responsible for the school's curriculum reviews this policy on a two yearly basis and recommends amendments to the Governing Body for final decision.

The named SEND coordinator for the school is Mrs Jenny Thom.

Approval:                      Approved by the Governing Body Jan 26th 2015

Next review due:          Jan 2017