

Huish Episcopi Primary School

Inspiring... Believing... Achieving



(Part of The Levels Academy Trust)



Special Educational Needs Policy

July 2016

Signed:

Date:

Date for Review: July 2017

Special Educational Needs Policy

Huish Episcopi Primary School is a fully inclusive school and is committed to offering the best possible Special Educational provision to all children. No child should be excluded from their basic entitlement due to issues such as physical limitations or learning difficulties.

Introduction

In order for a child to be placed on the special educational needs (SEN) register they must have a learning difficulty that means they make significantly less progress than is expected. Or, they must have a physical and/or sensory disability which means that provision must be made in order for them to make expected progress alongside their peers.

- A child must not be considered as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.
- Special Educational Provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.
- Learning support can generally be defined as anything which is needed to enable the learning process to take place. Learning support is the combination of the process of supporting learning, and the resources required to enable that process to be accomplished effectively and efficiently.
- This school policy reflects the consensus of opinion of the whole teaching staff, and has the full agreement of the governing body and school staff.
- Every teacher is a teacher of special needs. The implementation of this policy is the responsibility of all the staff.

It is recognised that some pupils may have special educational needs during the course of their educational career, and that these may be mild, or transitory, or specific, severe or complex. Some pupils may have a range of difficulties. The aims and objectives of this policy are that the needs of these children should be met, within the context of the following, and in line with the SEN Code of Practice 2014.

Huish Episcopi Primary aims to provide the best possible quality of educational provision, and to ensure equal opportunity for all.

- Huish Episcopi Primary aims to provide a stimulating environment that will enable all pupils to develop their full potential educationally, whilst learning to respect themselves, others and their environment.
- All pupils should be enabled to receive a broad and balanced relevant curriculum, with appropriate differentiation to ensure quality of access.
- Early identification is essential, with appropriate support to be given from the earliest identification of pupil need.
- Huish Episcopi Primary recognises that all staff have a responsibility for providing for pupils with SEN. We are all teachers of SEN.
- Pupils with SEN should be as fully integrated as possible into the life of the school.
- The relationships between child, home and school is valued and appreciated. It is recognised that such links may have a significant beneficial effect on a child's progress.
- The school will work closely with other professionals to develop best practice in SEN.

Such links may include:

- Learning Support Services (LSS)
- Social, Emotional and Behaviour Support service (SEMHS)
- Educational Psychologists (EP)
- Integrated Therapy Services - Occupational Therapy (OT), Speech and Language therapy (SLT)
- Medical Services
- Parent and Family Support advisors
- Children's social Care
- and other relevant agencies.

- The school aims to ensure that good liaison is fostered with the Early Years Centre providers, in the light of the DFE guidance for the Foundation Stage and with secondary schools before entry and at transfer.

SENCO Contact: Liz Ramsay (lramsay@educ.somerset.gov.uk)