

Special Educational Needs Policy

At Viridis Schools all staff and Governors are committed to providing all pupils with equal access to the curriculum, where possible, regardless of any Special Educational need they may have.

A child has a special educational need if he or she has a need that calls for interventions that are *additional to* or *different from those* provided as part of the usual classroom provision.

Needs include the children's academic (learning and cognition), physical and sensory, social and/or emotional/behavioural, which are identified as giving cause for concern.

Guiding Principles

Our schools aim to build an ethos through which all pupils are valued, where we celebrate diversity of experience and achievement.

Provision for Special Educational Needs (SEN) is a whole staff responsibility and all pupils are entitled to have access to the same curriculum and to all the experiences and activities provided by the school.

It is the intention to meet children's special educational needs through a carefully planned, well balanced and broad curriculum which reflects differentiation and need.

Our objectives are to:

- Promote equal opportunities and access for all the children whatever their gender, background, race, sexual orientation or abilities.
- Remove barriers to learning.
- Ensure that current resources are employed and deployed, to provide a range of support that is able to match children's individual needs as far as possible.
- Establish clear structures and school procedures based upon the 2015 Code of Practice along with a system of record keeping mechanisms to monitor and evaluate.
- Develop whole school early identification and assessment procedures that will lead to appropriate planned intervention. This may include learning programs for individual children, small groups and /or whole class.
- Find effective ways of informing and consulting with all parents about SEN in the school, and for supporting and working in close partnership with those parents who have children with Special Educational Needs.
- Liaise with relevant outside agencies to provide first hand direct support for children who are entitled to further guidance.
- Establish a clear structure of on-going support and training for the school's SEN staff, teaching and non-teaching.

The purpose of a whole school policy on SEN is to ensure that:

There is a whole school agreement and clarity on procedures and practices.
All staff are clear on the aims and objectives of the schools approach to SEN.

The responsibilities of the SEN staff are made clear, along with those of the Headteacher and Governors, in light of the 2015 Code of practice.

Mechanisms for identification, implementation and evaluation of SEN provision and practice to be established and with reference to the requirements of the 2015 Code of Practice.

Ways in which children with SEN are identified and needs reviewed:

Our schools recognise the importance of early identification and intervention for children with SEN. Through on entry assessments and parental interviews in the Early Years we are able to record children's needs as they come into school. We have established whole class screening procedures for every child. This takes the form of Pupil Progress reviews and takes place termly.

The schools have a well established system for writing Personal Learning Goals (PLG), however this is updated if and when the need arises.

Advice from outside agencies is taken into account when writing PLG's. Where a child is Statemented/ or has an Education Health and Care Plan the requirements of the statement/EHCP are put in place by an individual learning program.

PLG's are reviewed half termly.

As part of an on-going development plan the school aims to continue to improve its overall record keeping and assessment procedures to enable the SEN team to work more effectively with the class teachers.

Medical Needs

Our schools work with both parents and external agencies to ensure that pupils with specific medical needs are catered for to ensure equal access to the curriculum and their well-being. Support may include training for staff, regular reviews and reasonable adjustments to both the school day and resources provided for the pupil.

Parental involvement

Our schools recognise the importance of working in partnership with parents in order to offer quality provision in the area of SEN.

The school aims to respond effectively to parental concerns regarding their child's individual needs and act appropriately.

The SEN team will aim to develop effective mechanisms for parental involvement and the sharing of information: We aim to:

- Inform parents when difficulties are first identified by the class teacher.
- Respond to any concerns raised by parents and arrange meetings with the Head teacher and/or Deputy Head teachers to discuss these.
- To inform parents about the implementation of Personal Learning Goals.
- Develop home/school programs for children if the need arises.
- To inform parents and get their views when the school is considering contacting outside agencies for further advice and support.
- Direct parents to the appropriate agencies if they want to seek further advice and support themselves.
- Facilitate meeting between outside agencies and parents when needed

SEN Provision which the school is currently able to offer under the Local Offer:

- Extension lessons for less able children (1:1 tuition)
- Booster classes for struggling pupils in target year groups
- Additional literacy support through targeted TA support in class
- Additional numeracy support
- Art Therapy support for children with emotional and behavioural needs

- Educational play therapy
- Speech and language support
- Emotional needs support, through specific group work.
- Creative movement groups for building self esteem and confidence
- Support for some children through CHANCE UK
- Support for children through CAMHS
- Learning mentor support
- A team of enthusiastic and well trained teaching assistants for 1:1 support, group support and whole class support
- 'Streamed' support for more able pupils in upper Key Stage 2 in Literacy & Mathematics.
- Additional able pupils opportunities and programmes.

Accessibility

Each school has an accessibility plan which is updated annually. Orchard and Southwold schools are both accessible for wheelchair users as each school has a lift. Hoxton Garden does not have this facility. All three schools have disabled toilet facilities. We have a sloping entrance to the office. Where possible the school has taken into consideration parents with pushchairs and wheelchairs.

Transport

Although we are unable to offer support with transport, our Inclusion Team is able to direct you to the Local Authority Inclusion Team and/or children's social care, who may be able to assist you.

The schools aim to develop the level of SEN provision for all children and will continue to explore further resources and possibilities to help remove all barriers to learning.

For more information on the schools SEN offer please visit the school websites.

Links to Other Policies & Other Documents

- Our Local Offer
- Teaching and Learning Policy
- Assessment Policy
- Equal Opportunities Policy
- Behaviour and Bullying Policy
- Accessibility Plan
- Health & Safety Policy
- Parent Partnership Policy
- 2015 SEN Code of Practice.



The Federation of  Orchard Primary School  Hoxton Garden Primary School