

# **Horbury Primary School**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **OVERVIEW**

Any learner may have special educational needs at sometime during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the school meets the needs of learners identified in the 'Special Education (Special Needs) (Information) Regulations 1999 and the Revised Code of Practice for SEN – 2001. It will ensure that no learners, especially those with SEN or disability, are discriminated against. This policy will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

### **OBJECTIVES**

1. To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum.
2. To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
3. To recognize and record students' strengths and successes to encourage a positive self image.
4. To ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.

### **STRATEGIES**

1. Regular monitoring, evaluation and review carried out by the leadership team will ensure that our aims for learners' individual and special needs are met to the highest standard.
2. Identification and referral of learners, considered as having special educational needs, will be the responsibility of every member of staff
3. The Special Educational Needs Leader will be responsible for managing the process of the identification and assessment of the specific educational needs and a procedure will be put into place for formal assessment of SEN involving outside agencies.
4. The assessment of special educational needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and guardians. Learners will be fully and actively involved at each stage.
5. The governing body will have a system in place to ensure that parents are appropriately involved at every stage when their child has been identified as having special educational needs.
6. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
7. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
8. The positive achievements of learners must be recognized and celebrated, in line with the school's policy on ARRA.
9. All teachers are teachers of special educational needs.
10. Statemented learners will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

### **OUTCOMES**

In this school all learners, including those with special educational needs will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN are included, treated as favourably as others, and given appropriate access to the curriculum teaching and learning.

**Revised and adopted by the Governing Body November 2009**

