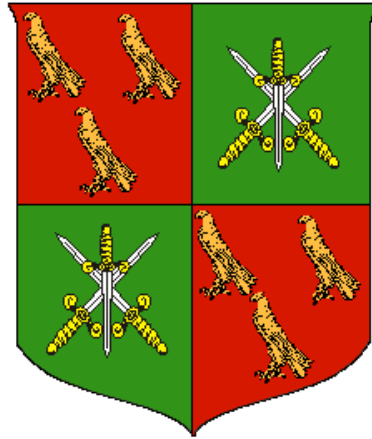


Bunscoil Mhic Reachtain



SEN Policy

2023

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, both physically and academically;
- to ensure that the special educational needs of pupils are identified as early as possible, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupil to have full access to all elements of the school curriculum;
- to maximise the potential of ICT for pupils with SEN
- to ensure that parents are able to play their part in supporting their child's education and their progress
- to ensure that our pupils have a voice in this process, where appropriate.
- to establish effective communication with outside agencies
- to support teachers' CPD (continuing professional development) in SEN/inclusion/Training

School Action for special educational needs

Pupils with special educational needs have learning difficulties or areas of excellence that call for special provision to be made. All pupils may have special needs at some time in their lives. Pupils are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age;

- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupil of the same age;

Gifted or more able pupils will display greater ease in learning than the majority of pupils of the same age. This may be in one particular area of the curriculum or across the board.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **School Action**. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support where an Individual or Group Education Plan will be implemented. The SENCO will then take the lead in further assessments of the child's needs if needed.

We will record the strategies used to support the child within an Individual/Group Education Plan (EP). The Education Plan will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term, however meetings with parents will take place every 6 weeks in order to keep parents updated regarding progression and learning. If the Individual / Group Education plan review identifies that support is needed from outside services, we will consult and seek permission from parents prior to any support being placed.

The annual review of the statement ensures that once a year the parents, the pupil, the school and all professionals involved, consider both the progress the pupil has made over the last twelve months and whether any amendments need to be made to the description of the pupil's need or to the special educational provision specified in the statement.

Class teacher's responsibilities

- to discuss any pupil concerns with SENCO and record this on Stage 1 record sheet
- to implement different strategies in classroom for those pupils who are on SEN register
- familiarise themselves with pupil's records and information regarding their special educational needs
- differentiate the curriculum to meet the needs of SEN pupils
- support individuals in reaching their Individual or Group Education Plan targets
- with support from SENCO write Education plan for SEN pupils in their class
- be alert to the possible need for monitoring pupils who are causing concern
- consult with and keep the SENCO informed of any changes to need or circumstance
- implement the teaching needs of pupils with statements, which may include the management of a special support assistant/teacher
- assess in order to plan and devise specific strategies for managing pupils with SEN
- liaise formally with parents/carers to discuss progress, Education Plan targets, reports from outside agencies and concerns
- complete child friendly Education Plans each term

Support staff responsibilities:

- liaise with the pupil's class teacher
- liaise with SENCO on a day to day basis or as required

- carry out their duties as stated in the job description
- wherever possible attend reviews

SENCO's responsibilities:

- maintains the SEN register and reviews provision mapping termly
- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to pupil's special needs;
- supports and advises colleagues;
- liaises, monitors and co-ordinates the completion and the implementation of Individual or Group Learning Plans.
- oversees the records of all pupils with special educational needs;
- liaises with parents as appropriate
- liaises with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and provides reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for pupils with special educational needs;
- contributes to the continuing professional development of all staff.
- participates in reviews of pupils on School Action and Education Plans when necessary
- reviews the SEN policy in consultation with the head teacher, staff and governors

The role of the governing body

The governing body has due regard to the Code of Practice and the Disability and Discrimination Act 2005 (including the new additions 2007) when carrying out its duties toward all pupils.

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 ELB and other schools, when appropriate, and report annually to parents on the success of the school's policy for pupils with special educational needs and disabilities.

The Governing Body ensures that parents, after consultation, are notified of a decision by the school that SEN provision is being made for their child.

Allocation of resources

There are accessible resources in school for teachers to use with pupils with SEN. The SENCO/Head teacher and governors are responsible for these aspects of the budget and the deployment of funding allocated for groups and individuals. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

Assessment

Early identification is vital. The class teacher informs the parents and the SENCO at the earliest opportunity to alert them to SEN concerns and provision for Gifted and Talented pupils and enlists their active help and participation. Children with SEN may be identified through parental information, class teacher observations, records and assessments, information from other teachers and adults in the class, scrutiny of assessment data or through referrals from outside agencies.

The class teacher and the SENCO assess and monitor the pupil's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of pupils reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

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 feelings of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs.

Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom situation. There are times, though, when to maximise learning, we ask the pupils to work in small groups, or in a one-to-one situation outside the classroom. If a pupil is withdrawn from the class for support, class teachers ensure that the pupil does not miss the same activity all the time.

Partnership with parents

The school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for pupils with special educational needs.

We have regular meetings each term to share the progress of special needs pupils with their parents. We consult with the parents regarding any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

Should parents have concerns, they can discuss these firstly with the class teacher, then the SENCO, then Head Teacher, then the Board of Governors and finally follow the Complaints Procedure if they feel that their concerns have not been addressed.

Pupil participation

We encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. We recognise the importance of all pupils developing both social as well as educational skills.

Pupils are involved at an appropriate level in setting targets in their I.E.Ps and in the termly I.E.P review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Dissemination Of The Policy

All staff members and school governors will receive a copy of this policy. It will also be available in the parent reference display area and on the school website.

Monitoring, Evaluation and Review

The policy will be reviewed, and amended annually. Any relevant comments from new research/learning will also be included in the evaluation and review process.

Signed: (Principal) **Date**

..... (On behalf of the Board of Governors)