



Newton Solney Church of England (Aided) Infant School

Headteacher: Mrs. Heidi Elks NPQH

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"I can do all things through God,
Who gives me strength."

Special Educational Needs Policy

Introduction

The arrangements set out in the SEN policy at Newton Solney School are based on the value and respect of our staff for each pupil's learning and our desire to find ways of responding to the individual characteristics and needs of each of our children. We consider the knowledge, views and experience of parents to be of vital importance and that effective provision and successful learning must assume a close partnership between parents and the school. We acknowledge that we must seek to individualise the school's environment, its resources and its teaching strategies to cater for each pupil's specific educational need.

Monitoring and evaluation of the child's progress against set educational targets will be adopted and parents will be informed of all the actions undertaken by the school.

Responsible Persons

Heidi Elks - Headteacher

Heidi Elks - SENCO

Jane Thompson and Jaide Meyrick - Governor responsible for Special Needs

In their role to oversee SEN they will:

- be the Special Educational Needs Co-ordinator and Responsible Person as defined within the Code of Practice
- ensure that adequate training is provided to staff as appropriate
- ensure that as far as is reasonably practical all resources required are made available
- liaise with external agencies
- liaise with parents and keep them informed
- provide support and guidance to staff
- ensure programmes are put in place for the identification of needs in new entrants
- monitor changing needs as pupils progress through the school
- keep governors informed through the SEN governor

The Class Teacher

The Class Teacher will:

- identify each child's needs and skill levels
- read the child's records where appropriate
- keep IEPs updated
- advise the parents of any concerns
- provide reports for external agencies
- monitor and assess progress and maintain appropriate records
- fulfil all other duties required of the class teacher by the Code of Practice
- ensure that delivery of the curriculum allows each child to experience success
- liaise with external agencies

Identification, Assessment, Monitoring and Review Procedures

Our aim is to give every child access to a broad and balanced curriculum. In order to meet individual needs, early identification of children with difficulties is essential. In some instances a child will arrive at school with a statement and the information from and observations of parents and professionals will form an invaluable starting point for development. When a child arrives at school without a report of SEN the teacher will observe a child who causes concern.

Accompanying the Reception child there may be:

- nursery records
- health records
- information from Social Services
- information from standardised tests and profiles

If the child is beyond Reception age the teacher will have access to:

- school records
- National Curriculum assessments
- records of achievement
- attendance records

Along with this information, and of critical importance, is the information from and the views of the parents who hold vital information on the health and development of their child. Their anxieties, combined with the teachers concern may trigger a decision to give a child specific help. Children, too, may have perceptions regarding their own difficulties. The class teacher may want to consult with colleagues and/or other professionals as the child's special needs are assessed. When a need for specific help has been established, the school will follow the Code of Practice.

The needs of the great majority of children who have special educational needs should be met effectively through differentiation of the curriculum.

Inclusion

At Newton Solney School all children with special educational needs are thoroughly integrated into the activities of the school. Intervention and differentiation take place in the classroom. We have a commitment to inclusion and equal opportunities for all pupils.

The governors aim to improve accessibility in and around the school buildings.

Link with support services

The school liaises with the Link Educational Psychologist, Behaviour Support and the Virtual School.

Heidi Elks

This policy was reviewed by staff in September 2021 and by Governors October 2021.