



St Mary's CE Primary School

'Nurturing Success'

Date Reviewed: Nov 23

Date Due for Review: Nov 23

Special Educational Needs and Inclusion Policy

Overview and Inclusion Statement

St Mary's CE VC Primary School values the abilities and achievements of all its pupils, and is committed to "Nurturing Success" in every child. We believe that the key to meeting the needs of all children, including those who may have special educational needs and disabilities (SEND) is that teachers and support staff work together with pupils, parents/carers and outside agencies. In this way we work together to make the curriculum broad, balanced, accessible and engaging; our learning environment safe and stimulating for all children in our school. At St Mary's, every child matters and we strive to ensure that the child is always at the centre of our efforts as we focus on developing opportunities for positive outcomes and success in both academic and personal development areas. Furthermore, as a Church of England School, the belief that each person is created in God's image is accepted and the uniqueness of the individual celebrated. We welcome diversity and celebrate difference. This policy is supportive of these beliefs and everything we do is underpinned by our Christian values.

In ensuring we provide an inclusive education for all our pupils, where the teaching, learning, achievements, attitude and well-being of every pupil matter, this policy takes account of the relevant statutory requirements including:-

- Children and Families Act 2014
- Disability Rights Code of Practice 2002
- Equality Act 2010 and
- The Special Educational Needs Code of Practice 2014.

In addition to the above, our inclusive approach is also informed by the principles relating to Inclusion set out in Section 4 of the National Curriculum in England Framework for Key Stages 1 to 4.

The Governing Body of the school ensures that appropriate provision is made for all pupils including those with SEND and throughout the academic year monitors and evaluates the effectiveness of this provision. The governors with responsibility for SEN are Jean Kapur and Lindsey Wright.

Links to other Policies

This policy should be read in conjunction with other relevant policies and published information which detail our commitment to inclusion and supporting children with SEND through our leadership, culture and practice :

- Anti Bullying Policy
- Behaviour Policy
- St Mary's Single Equality Scheme, Plan and Accessibility Plan
- Supporting Pupils at school with Medical Conditions Policy
- All Curriculum Policies for individual subjects.
- SEN Information Report
- Local Offer

The school's SEN Information Report (Appendix A) and Local Offer(Appendix B) is published and updated annually in accordance with statutory requirements. All the above documents are available to view on the

school website.

Aims of this policy

To ensure that all pupils have access to a broad and balanced curriculum:-

- To ensure that all pupils have an entitlement and access to a broad and balanced curriculum.
- To provide an adapted curriculum appropriate to the individual's need and abilities and to ensure that children with SEND can achieve, progress and fulfil their potential.
- To ensure the identification of all pupils requiring SEND provision and appropriate provision for them as early as possible in their school career within a clear system based on the graduated approach and individual, regularly reviewed plans.
- To ensure that pupils with SEND feel included within the life of the school and take as full a part as possible in school activities.
- To ensure that pupils with SEND and their families are at the centre of our system of support and that they are involved as much as possible in decision making.
- To work effectively with other agencies including Health and Social Care, where appropriate, to ensure that expectations for all pupils are high and that positive outcomes can be achieved.
- To ensure a whole school approach where all teachers are teachers of children with SEND and all staff develop skills to support children with SEND through appropriate professional development programmes and effective resource deployment.

This policy was developed by the Assistant Headteacher-Inclusion in consultation with staff and Governors and all staff are committed to its principles.

Definition of Special Educational Needs

High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to and different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. The Special Educational Needs Code of Practice 2014 provides further guidance and is followed at St Mary's.

A child has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made. A child has SEN if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority (LEA)
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Provision at St Mary's for children with SEND

Under the Special Educational Needs Code of Practice 2014, the needs of and provision for children with SEND can be considered as falling into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

At St Mary's, there are children who have SEND in one of the four areas, or a combination of these, and they receive provision to support them according to these identified needs. Recently and most typically around 15% of children in our school have been identified as having an identified SEND at a given time.

At St Mary's, every teacher is a teacher of children with SEND. Whilst the Headteacher and Assistant Headteacher (Inclusion) oversee support and progress for all children with SEND across the school, class teachers are responsible for providing work, support materials and appropriate strategies to meet the child's needs during lessons.

The type of provision made for an individual will depend on his or her needs but may include:

- Working in class in a small group with an adult.
- Following a specific intervention programme in class or outside the class in a small group or individually. The intervention will be led by an adult but could also involve periods of independent work for example

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