
British Int

Special Educa

June 2019

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

Special educational needs and disability code of practice (2015: 11)

Rationale/statement of purpose for the policy

standards of pupils' achievements and the setting of targets, the coordinator develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SEN coordinator liaises with the senior management team to ensure learning for all children is given equal priority.

The main responsibilities for the SEN coordinator include"

- overseeing the day-to-day operation of the SEN policy

- coordinating provision

- liaising with and advising teachers

- ensuring Teaching Assistants / Special Support Assi

Measures taken to provide education and support

At SC we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If we are aware that a child has Special Educational Needs before they enter school, every effort is made to liaise with the early education setting, other agencies and parents, to enable us to make appropriate provision.

We are open and responsive to expressions of concern from parents (carers, and take account of any information that parents provide about their child.

We recognise the importance of keeping records to meet the needs of individual pupils and use the following procedures"

Class teachers are responsible for keeping records of concerns, intervention and progress in class

Parent informed of the teacher's concerns and are encouraged to contribute their knowledge and understanding of the child.

If the 'Expression of Concern' is passed to the SEN coordinator and discussed. If it is decided that closer monitoring of progress is needed, with the consent of parents/carers, the child is placed on our Special Needs Register under 'Concern'. At this point, the category of special needs will be identified under one (or more) of the following:

In the Special Educational Needs and Disability Code of Practice, there are four broad areas of needs:

2 children with speech, language and social communication needs (SLN) and children with an Autism Spectrum Disorder (ASD).

2 children who learn at a slower pace than their peers, even with

At this 'Concern' stage it is our responsibility to provide any extra support. The SEN coordinator and the class teacher decide on the action needed to help the child to make progress.

Intervention strategies could include"

- deployment of extra staff to enable one-to-one or small group tuition (depending on financial resources and staff availability)
- provision of different learning materials or special equipment
- staff development and training
- Advice from the coordinator on resources or intervention strategies

A record is kept by the class teacher of the deployment and outcome of these interventions.

The school's advice is written by the coordinator in collaboration with the class teacher and support staff. This reports on progress, behaviour, attitude to learning and the continued appropriateness of the EHCP

The annual review meeting is normally be arranged in school and is chaired by the coordinator

After the meeting, the coordinator prepares a summary report and submit it to all those who attended the meeting or who gave apologies for not being able to attend.

Procedures - reporting, recording, monitoring

The SEN coordinator maintains detailed records of all pupils on the SEN register. All teaching staff have a Special Needs file in their classrooms containing copies of personalised plans, review (meeting notes and any other assessments or relevant reports and documentation. This file is made available to all teaching staff, support staff and supply teachers working with the children.

In addition to the class files, the coordinator regularly updates SEN records on Google Drive which is available to all teaching staff. Each child on the SEN register has a folder in which copies of reports, personalised plans, letters from outside agencies etc. can be uploaded. There is also an ongoing SEN1 pupil record that all staff have access to and can contribute towards. In this record, details of parent/carer meetings, observations, reviews, pupil assessments, details of

Appendix B

Personalised plan (Assess, Plan, Do, Review Cycle)

NAME: DOB: CONCERN, SEN SUPPORT, EHCP
YEAR GROUP/CLASS: (highlight/circle as appropriate)

Parent/Carer involvement: Parent/Carer has been given a copy of current personalised plan? (Yes/No) Signed:	Additional Information:
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Review Those present at the review:

All targets reviewed? Yes/No New targets set? Yes/No Further actions agreed?
Yes/No

(Highlight/circle as appropriate)