**Arley Primary School**

**Special Educational Needs Policy**

**Introduction**

Each child at Arley Primary School is entitled to quality first, differentiated teaching and to a broad and balanced curriculum which is relevant to his or her individual needs.

The majority of children will learn and progress within the normal classroom arrangements for planning, teaching and assessment.

However, there are those children who have difficulty doing so and may have learning difficulties or special educational needs.

**Policy Statement**

Arley Primary School is committed to identifying, monitoring, assessing, and meeting the needs of children who may be considered to have learning difficulties or special educational needs.

At all times, the school will recognize and adhere to the principles contained within the SEN Code of Practice.

**Learning Difficulties and Special Educational Needs**

A child is defined as having special educational needs if he or she has a learning difficulty which calls for special educational provision.

A learning difficulty means that a child has significantly greater difficulty in learning than most children of a similar age and who require additional or different provision above and beyond quality first, differentiated teaching.

This may include:

Pupils who have learning difficulties in more than one area of the curriculum

Pupils with communication difficulties

Pupils with social and emotional difficulties

Pupils who are emotionally vulnerable

Pupils who have visual impairment or hearing loss

Pupils who are physically disabled and / or have diagnosed medical conditions

**Special Educational Provision**

Special Educational Provision means that which is additional to, or otherwise different from, the provision made for most children of a similar age.

**Aim of the Special Educational Needs Policy**

The aim of this policy is to provide, within the context of a classroom environment, a clear framework for the educational provision of pupils with a learning difficulty or special educational needs.

This framework will be underpinned by three important principles:

1. The needs of all pupils who may have a learning difficulty or special educational need, either throughout or at any time during their learning at Arley Primary School, should be positively identified, assessed and provided for.

The school recognizes that there is a continuum of need and continuum of provision, which may be made in a variety of forms relevant to the needs of the individual child, over a period of time.

1. Children with learning difficulties or special educational needs are entitled to equal access to a broad and balanced education incorporating the National Curriculum and including extra-curricular activities.
2. Effective assessment and subsequent provision will be best secured when there is the greatest possible degree of partnership between parents, children and the school.

It is the school’s aim that every pupil is enabled to fulfill their potential and participate fully in the educational and social life of the school.

**Special Educational Needs Co-ordinator (SENCO)**

In order that there is a fair and coherent strategy for the educational provision pupils with special educational needs at Arley Primary School, as detailed in the Department for Education’s Code of Practice, the school has a designated teacher to be the Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator at Arley Primary School is Mrs J Rathbone.

**Responsibility of Provision for SEN**

It is the responsibility of the class teacher to provide access to the curriculum and inclusion for pupils with learning difficulties or special educational needs.

**Admission arrangement for Pupils with SEN**

Pupils entering Arley Primary School, including those with SEN, will be placed in a class of pupils of similar age, as determined by the pupil’s age and year group.

No child will be disadvantaged regarding admission to the school through any already identified Special Educational Needs.

**Co-ordination of Special Educational Provision within Arley Primary School**

In order to ensure that a pupil’s SEN provision is adequately provided for on admission to Arley Primary School and during the pupil’s subsequent time at the school, all records and information relating to the pupil will be noted, and acted upon.

The School SENCO has a key role to play in co-ordinating arrangements for the educational provision of pupils with SEN and will endeavour to ensure that all recommendations detailed in the pupil records, IEPs and EHCPs, are carried through.

The SENCO will liaise with the pupil’s class teacher, assess the pupil’s level of SEN and, if required, after gaining parental consent, consult with appropriate specialist external agencies. Once this consultation and assessment procedure has been completed, parents will be informed of any outcomes.

All of the relevant SEN information gathered about the pupil in this process will be placed in the pupil’s own individual SEN folder and kept in a centralised file where it will be readily accessible to all persons concerned with the pupil.

**Identifying, Assessing and Tracking Pupils with SEN**

All pupils are regularly assessed and their progress tracked. Pupils will be considered to have Special Educational Needs as a result of making inadequate progress despite appropriately differentiated provision and teacher planned interventions.

Inadequate progress can be defined as the following:

Results in the attainment gap widening unduly between a pupil and his or her peers

Results in progress which is worse than that made by other pupils starting from the same baseline of skills and abilities

Shows a decreasing rate of progress over time

Does not enable competence in the skills necessary for the next phase of the pupil’s education

Inhibits access to the full curriculum

Where school provision has been appropriately differentiated, realistic and yet challenging but nevertheless, the pupil has made inadequate progress over two terms

**Education, Health and Care Plans**

Education, Health and Care Plans will be reviewed annually. Pupil and parental views will be sought to inform the review process. Parents, Guardians and Carers will be invited to attend annual reviews and will receive copies of updated review documentation.

**The SEN Register**

The names of pupils who are considered to have Special Educational Needs will be held on the school’s SEN register.

**Transition to Secondary School**

All current records relating to a pupil’s Special Educational Needs will be passed on to the relevant secondary school at the end of Year 6 or sooner if they move to another primary school.

A leaflet explaining the provision for pupils with SEN can be obtained from the school in the prospectus.

Written in January 2014 by J Rathbone in consultation with the staff and the Governing Body.

Review dates:

January 2015

January 2016

January 2017

June 2018