



LIMES FARM JUNIOR SCHOOL- SEN Policy

Provision for children with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENCo, all members of staff have important day-to-day responsibilities. All teachers are teachers of children with Special Educational Needs. Teaching such children is therefore a whole school responsibility.

Guiding Principle

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning. At Limes Farm Junior School we have high expectations of all our children and we work to allow them to reach their potential. We aim to achieve this through the removal of barriers to learning and participation and ensuring children feel that they are valued members of our school community.

We respect the fact that:

- Children have different educational needs and aspirations.
- They require different strategies for learning.
- They acquire, assimilate and communicate information at different rates.

Teachers respond by:

- Planning to develop children's understanding through the use of all available senses and experiences.
- Helping the children to manage their behaviour and take part in learning safely and effectively
- Planning for children's full participation in physical and practical activities.

Definition of Special Needs

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision for them. This means support beyond normal class differentiation. This may be an area of difficulty in one or more areas of the

curriculum and may be temporary or permanent. Any pupil may encounter difficulties in school at some stage.

Objectives in making provision for pupils with SEN

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the curriculum for all pupils.

Identifying special educational needs

The SEN Code of Practice 2014 refers to four broad areas of special needs

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

While these four categories of need broadly identify aspects of primary areas of need for children, at Limes Farm Junior School we identify the needs of the whole child, which will include not just the special educational needs of the child.

A graduated approach to SEN support.

The majority of pupils will have their needs met through quality-first teaching and appropriate differentiation. Class teachers are responsible for monitoring the progress of pupils and identifying those who are having difficulties. Once identified, the SENCo and class teacher will carry out further assessments and discussions with the pupil and parents and if necessary arrange for appropriate interventions to take place.

The SENCo will liaise with the Infant School and secondary schools about SEN children when they transfer across key stages.

Provision

Under the SEN Code of Practice 2014 there is now a single category of support – SEN Support. Pupils who do not make adequate progress despite interventions will be placed in this category and recorded on the School's SEN Register.

The school will use the Assess – Plan – Do - Review cycle which means we are constantly reviewing and refining the interventions and actions taken to meet the specific needs of the pupil.

The school will complete an Individual Education plan or a One Plan as appropriate, to record the needs, the objectives, the strategies to be used and the desired outcomes for each pupil on SEN Support. These will be drawn up in conjunction with the pupil, parents and class teacher and when necessary, also the SENCo. Reviews will be carried out each term.

When a pupil has a significantly greater special need, other professionals may be involved in providing assessment, advice and support. These may include the educational psychologist, speech therapist, emotional and social difficulties team, specialist teachers, or healthcare professionals such as the school nurse or Child and Adolescent Mental Health Service (CAMHS). The SENCo will be responsible for liaising with these professionals. One Plan meetings will be held for pupils, parents, school staff and professionals to share information and develop action plans.

Sometimes a pupil will have complex difficulties that require a higher level of support, and input from specialist staff. This may involve additional funding and an Education and Health Care Plan may be requested.

Roles and Responsibilities

Provision for children with Special Educational Needs is a matter for the school as a whole. Class teachers are responsible for the progress of pupils in their class. They must notify the parents and the SENCo if they have concerns about a child in their class and consider what is needed to help them make progress and overcome any difficulties. The school has a team of Learning Support Assistants who work with identified pupils in the classroom during lessons, under the direction of the class teacher. They also work with individuals or in small groups on interventions under the direction of the SENCO. They are line managed by the SENCo. Mid-day assistants are kept informed of pupils with special needs and any action that needs to be taken.

The SEN Coordinator- Miss D Symes

- Will coordinate provision for SEN children within school.
- Oversee the records of SEN children and keep them up to date.
- Liaise with the parents of SEN children.

- Liaise with external agencies and professionals such as LEA support, Educational Psychology Service, Health and Social Services and voluntary bodies.
- Liaise with the SEN Governor.

Support and advise teachers in school.

- Attend SEN Consortium Meetings.
- Report to the Governors on an annual basis.
- Liaise with feeder infant school and secondary schools.

Governors

- The Governors will have regard for the Special Needs Code of Practice and the Disability Rights Code of Practice.
- They will do their best to ensure that the necessary provision is made for any pupil with extra needs.
- The Governing Body has identified a governor to have specific oversight of the school's provision for SEN.
- The SEN governor ensures that all governors are aware of the school's SEN provision, including funding, equipment and personnel.
- Ensure that parents are notified of any decision made by the school that SEN provision is being made for their child.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the Governing Body fully informed and works closely with the SEN Coordinator. The Headteacher seeks out and shares best practice with the LEA and the Consortium.

Partnership with Parents

The School works closely with parents in the support of those children with extra needs. We encourage an active partnership through an ongoing dialogue with them. The Home School Agreement is central to this. Parents are invited to SEN review meetings and those with outside professionals and they have a copy of all paperwork pertaining to their child.

The school prospectus contains details of our policy and practice for children who need additional support. A named governor (Vivien Clarke) takes a special interest in SEN and is always willing to talk to the parents.

Linked to: [Disability Policy](#)

[Equal Opportunities Policy](#)

[Health and Safety Policy](#)

[Behaviour Policy](#)