

# STEPHENSON SCHOOL



## SPECIAL EDUCATIONAL NEEDS POLICY

We acknowledge current legislation and recognise that a percentage of our children may have a special need related to their Academic Progress, Emotional or Behavioural Difficulties, Sensory Impairments or Physical Disabilities.

All children with SEN should have their needs met.

Children with SEN should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Early Years and Foundation Stage (EYFS) and the National Curriculum..

Parents have a vital role to play in supporting their child's education.

We aim to provide an education where children can achieve their best.

The SENCO is Mrs Helen Powell.

## **AIMS**

To ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behaviour.

To ensure that all children with Special Educational Needs have access to the curriculum to which they are entitled.

To ensure that every teacher and TA is an effective teacher and supporter of children with Special Educational Needs.

To work in partnership with parents, staff, children and outside agencies and recognise their individual contributions.

To encourage every child with specific needs to achieve their own individual potential.

## **OBJECTIVES**

- To identify at the earliest opportunity those children with Special Educational Needs.
- To request a formal assessment when a child demonstrates significant cause for concern
- To provide an Individual Education Plan (IEP) for any child requiring learning support which is additional to, or different from, the curriculum plan.
- To consult parents, the child and external agencies where necessary to provide appropriate support.
- To review IEPs with parents at least twice a year or termly for some children. At least one review in the year could coincide with a routine parents evening.

- To monitor the progress of the child by analysing any data/information collected (eg PIPs or reports from outside agencies).

## **PROCESS**

- Children whose progress or conduct suggests they have educational needs which may not be met in the course of planned differentiated lessons will be watched carefully and the SENCO informed of the nature of the concerns.
- If concerns continue, strategies will be agreed within the school to give additional, targeted support, possibly formalised with an IEP.
- If the concerns continue, parents will be informed and a meeting arranged to discuss the concerns and consider the options.
- Consideration will be given to a formal assessment by an outside agency with whom the school may have an established contact. The parent will normally be asked to finance this.
- In the light of the assessment, a formal IEP will be established, implemented and monitored.
- If there is a possibility that the child's needs are too severe for the school to make the required provision, through consultation with the parents, it may be decided that Stephenson is not be the most beneficial educational environment for their child. In this instance other options will be discussed.

## **MONITORING**

The SENCO will monitor:

- IEP targets set and met
- movement on and off the SEN register
- reviews undertaken with parents
- the yearly audit

## **Useful websites for Dyslexia and Special Needs**

[<http://www.sln.org.uk/specialneeds/>]

[<http://www.educate.org.uk>]

[<http://www.tlfe.org.uk/>]

Last reviewed by Helen Powell, April 2010  
Review due June 2011