



Yewstock School

Special Educational Needs Policy

Date reviewed by CC	14.11.2022	Policy Type	Statutory-DCC
Date adopted by FGB	28.11.2022	Review Cycle	Annually
Date of next Review	13.11.2023	Signed by Chair of Governors	
			

Purpose

At Yewstock School we believe that each pupil has individual and unique needs. If all pupils are to achieve their full potential, we must recognise this and plan accordingly.

We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular we aim to:

- enable every child to experience success
- promote individual confidence and a positive attitude
- encourage all children to become as independent as possible in their learning
- ensure that all children, including those academically more able, receive an appropriate educational provision through a curriculum that is broad, balanced, relevant and differentiated and that demonstrates coherence and progression in learning, including
- give all pupils equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review pupils' progress and needs
- develop, and then regularly review, individual plans to meet pupils educational, behavioural or personal and social development needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility to meet the Special Educational Needs of all children is upheld by all staff and governors

Relationship to other policies

This policy should be read in conjunction with the school policies on the school curriculum, assessment recording and reporting, equal opportunities and inclusion.

Roles and responsibilities

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in conjunction with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with Special Educational Needs; within Yewstock School, this relates to all pupils. The Governing Body maintains a general overview and has appointed a representative governor who takes particular interest in this aspect of the school.

The Headteacher as has responsibility for:

- the management of all aspects of the school's work, including provision for the meeting of children's individual special educational needs
- keeping the Governing Body informed about SEN issues, including accessibility
- working closely with teaching and non teaching staff to ensure that children's needs are identified and met

- ensuring that the implementation of this policy and the effects of inclusion policies on the whole are monitored and reported to governors
- monitoring the day-to-day operation of this policy
- ensuring that an agreed consistent approach is adopted
- liaising with and advising staff
- supporting teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of pupils, advising on resources and materials and on the effective use of materials and personnel in the classroom
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, teachers and parents/carers
- monitoring pupil's IEPs, reading and assessment records
- contributing to and organising the Continuing Professional Development of staff
- ensuring, in conjunction with other key staff, that Midday Supervisory staff are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils

The Governing Body must ensure that:

- the necessary provision is made for all children in order to enable them to achieve their potential
- that all children have equal access to all school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's Special Educational Needs policy through the school website and written communication
- they have regard to the requirements of the SEN Code of Practice
- they are fully informed about Special Educational Needs issues, including accessibility, so that they can play a major part in school self-review
- they, and the school as a whole, are involved in the developing and monitoring of this policy
- due regard is paid to the special educational needs of all children when improvements are considered as part of the drawing up and implementation of the school's Improvement Plan on an annual basis
- the quality of individual provision is regularly monitored

Class and subject teachers are responsible for:

- ensuring that all children are included in their classroom, and for providing an appropriately differentiated curriculum
- drawing upon the expertise of colleagues in order to support inclusion within their classroom
- making themselves aware of strategies, through their continuing professional development, in order to support individuals within their class or teaching group
- making themselves aware of this policy and procedures for identification, monitoring and supporting children's special needs
- giving both written and verbal feedback to parents or appropriate professionals.
- IEP's and assessment records

Teaching assistants are responsible for:

- making themselves aware of this policy and procedures for identification, monitoring and supporting children's special needs
- using the school's procedures for giving feedback to teachers about pupil's responses to tasks and strategies.

To meet the needs of academically more able pupils, we ensure:

- Teachers have secure knowledge of their subject and how it relates to other areas of the curriculum
- Teachers have an excellent understanding of progression within their subject, particularly in relation to achievement at the higher levels
- Lessons are creative and focused on higher order thinking and extension of subject vocabulary
- Lessons are planned to foster independence: the best tutors ensured that the direction of the sessions and dialogue within them was as pupil led as possible
- We regularly review our curriculum and exams and coursework offer

Arrangements for complaints:

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the classteacher in the first instance. Anyone who feels unable to talk to the classteacher, or is not satisfied with the classteacher's or subject teacher's comments, should ask to speak to the Team Leader, Deputy Head or Headteacher. For a problem that might take time to explore fully, parents/carers should telephone the school to alert the classteacher, subject teacher or Headteacher and then arrange a suitable time to meet and discuss their concerns following a period of investigation.

In the event of a formal complaint, parents/carers are advised to contact the Headteacher or the SEN Governor. The LEA Parent Partnership Service is available to offer advice (details obtainable from the Headteacher).

Arrangements for monitoring and evaluation:

The success of the school's SEN policy is monitored through:

- monitoring of classroom practice by Head, Deputy Head and other Senior Managers
- through the performance management process
- monitoring of pupil progress against IEP targets
- tracking of pupil's achievements against P and National Curriculum levels
- school self-evaluation
- improvements seen against targets on the School Improvement Plan
- visits by external consultants commissioned by the school as part of its ongoing self-review procedures, LA personnel, members of Ofsted and HMI
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

This policy to be reviewed as part of a rolling programme of policy review set by the governors.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This should endeavour to advance equality of opportunity and foster good relations for all.

Mental Health and Wellbeing Statement:

Yewstock school aims provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.

All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.

Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.