



Brereton C of E (A) Primary School

Special Educational Needs and Disability Policy

The national Code of Practice identifies a child as meeting the criteria for SEN when they require provision that is 'different from or additional to that normally available to pupils of the same age'.

Philosophy:

We at Brereton CE (A) Primary School believe that all students with special educational needs are entitled to a broad and balanced curriculum. At Brereton CE (A) Primary School the culture, practice, management and deployment of resources are designed to ensure all children's needs are met. Those with additional needs receive support within the class setting, in a small group or on an individual basis according to their need.

Aims:

At Brereton CE (A) Primary school we aim to meet the needs of all pupils in the school. This will be achieved by:

- enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.
- developing a partnership between parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- developing a wide community involvement in special educational needs through multi-agency partnership.

Practice:

All children progress at different rates, but where children fail to achieve adequate progress, despite having adapted Quality First teaching and access to a differentiated programme, appropriate provision to meet the child's needs will be determined. Where finances allow and where appropriate, resources will be made available from the school budget.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Where pupils access support from teaching assistants or specialist staff or where interventions take place away from the classroom. The class or subject teacher should remain responsible for working with the child on a daily basis.

Children with SEN will, where possible, participate in decisions made that affect their education, including the setting of targets and contributing to the Pupil Profiles. Children should feel confident that they will be listened to and their views valued.

In partnership with parents, class teacher and SENCO, a record of concern will be produced for any child initially identified as having extra needs. If these needs continue following increased/adapted Quality First Teaching, the child could be placed on the SEN/Gifted and Talented list and a Pupil Profile will be produced, where appropriate.

Partnerships with parents is crucial; parents should be consulted by the class teacher when any concerns arise. Parental views will be sought when evaluating children Pupil Profile Provision.

Class teachers and the school SENCO are available to parents who wish to meet to discuss any concerns over SEND support in school.

Conclusion:

It is hoped that most children's needs will be met through quality first teaching and differentiated support. As a School we will use our best endeavours to ensure that the necessary provision is made for any individual who has SEN.

This policy should be read in conjunction with the following relevant policies: Assessment Policy, Curriculum Area Policies, Behaviour Policy, Gifted and Talented Policy.

This policy was ratified by the Curriculum Committee, after due consultation with staff at its meeting on .

This policy will be reviewed in July 2015.