

# **Lyndhurst School**

## **Policy for Special Educational Needs**

### **Rationale**

**This policy is to ensure that the school identifies and addresses the needs of pupils who may require additional support.**

### **Principles and Objectives**

A child with SEN should have their needs identified.

Those responsible for SEN provision should take into account the views and wishes of the child.

Support should be given to Teachers and T.A.'s.

Professionals and parents should work in partnership.

Provision and progress should be monitored and reviewed regularly.

Children with SEN should be provided with a broad, balanced and relevant education.

### **Definitions of Special Needs**

All children should have equal access to the School Curriculum. If a child experiences difficulties in gaining maximum benefit from the curriculum then the Code of Practice which came into force on 1<sup>st</sup> January 2002 will apply.

There are five areas of SEN:

Communication and Interaction

Cognition and Learning

Behavioural, Emotional and Social Development

Sensory and/or Physical

Gifted and Talented (See Policy for Gifted and Talented).

## **Responsibilities**

The SENCO is responsible for screening, assessment, liaising with parents and teachers. Liaising with external bodies, writing IEP's and attending statement reviews. The Learning Support Teacher is responsible for individual tuition, small group tuition, writing IEP's and liaising with parents and teachers.

## **Procedure**

(Early Years Action) Nursery  
(Early Years Action Plus) Nursery  
(See Nursery Special Needs Policy)

School Action

School Action Plus

## **School Action**

Identify a child that has educational needs.  
Complete Record of Concern.  
SENCO and parents consulted. Information gathered.  
Pupil entered onto the Special Needs Register. Assessment implemented by SENCO or outside agencies.  
Learning support implemented  
IEP's written and reviewed termly

## **School Action Plus**

External support services employed

Inform LEA for possible statementing.

Statemented children are reviewed annually. Parents and all professional services invited to attend.

Transfer reviews to be done prior to the move to secondary level.

Coordination to be the responsibility of the SENCO.

## **Complaints Procedure**

All complaints to be referred to Headmaster.

## **Admissions**

No child will be excluded on the basis of Special Needs. However, the school buildings have restricted wheelchair access and the main school consists of three storeys. Please see admissions policy.

## **English as a Second Language**

Children with English as a second language are encouraged to improve their skills by being given appropriate occasions to speak both socially and in the classroom environment. They follow the school curriculum as far as possible, staff making professional judgements as to expectations with regard to work produced. If appropriate an EAL child may be offered SEN support within the school day. For example, if the child has other difficulties in addition to EAL.

There are however, a small minority of children for which this is not sufficient. If this is the case the SENCO will refer on to an outside agency:

## **Staff Training**

- Senco and other staff attend in service courses as appropriate to stay abreast of latest developments. Senco will review records and policies regarding SEN children as appropriate.
- At the beginning of academic year, Senco distributes Special Needs Folder to each class teacher and explains difficulties/problems of individual child.
- Each pupil receiving timetabled sessions with Special Needs staff has an individual education plan (IEP). These are prepared termly by the Special Needs Teacher in consultation with the Class Teacher.

This Special Educational Needs Policy document was developed using the Code of Practice which came into force on 1<sup>st</sup> January 2002. This includes the new statutory duties for school and early education settings introduced by the Special Educational Needs and Disability Act 2001. The SEN guide for parents and carers was revised in 2009.

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April 2010

To be reviewed April 2011