**Bentley New Village Special Educational Needs Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2017 2019

**Support Plan Policy**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Rachel Emery** |
| **DATE: July 2017** |
| **SIGNED:** R.Emery | **ROLE: SENCO** |
| **TO BE REVIEWED:** | **SEPTEMBER 2020** |

**Aims**

At Bentley New Village School, we believe in providing every possible opportunity to develop the full potential of all children. At Bentley New Village we take on a person-centred approach to special educational needs ensuring the needs and views of the child are heard and listened to by all parties involved. Children will have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with special educational needs have quality provision to enable them to achieve and succeed.

**Purpose**

* To identify and monitor children’s individual needs from the earliest possible stage so that appropriate support and provision can be put into place.
* To ensure that Quality first teaching is inclusive in provision for children who have a special educational need ensuring that good progress is made.
* To involve all parties when reviewing the child’s special educational needs support plan to ensure the approach is person centred.
* To work closely with professional outside agencies to support the needs of special educational needs children.
* To meet regularly with the special educational needs governor to review current practise, attainment and make necessary amendments.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem solving, planning support and teaching strategies for individual pupils.”

Code of Practice 2014, 6.5

**Areas of need:**

**The broad areas of need we assess children against:**

* Communication and interaction
* Cognition and learning
* Social, Emotional and Mental Health
* Sensory/physical needs
* Physical impairment

For most children who are on our Special Educational Needs register will primarily be supported through quality first teaching from the class teacher and teaching assistant. The teacher may choose to provide additional support for the children by placing them on a provision map. If quality first teaching and additional provision has not had the desired impact, then the child will have a Special educational needs support plan written half termly with the involvement of: the SENCO, class teacher, parents and any outside agency support involved for the child. This will then be monitored closely and reviewed every half term.

**Special Educational Needs Support plan**

**Purpose**

A Special educational needs Support Plan is a document that is regularly monitored and reviewed by all invested parties. A Special educational needs Support Plan documents the primary needs and focus for that child for educational purposes.

**Planning, Assessment and Evidencing:**

A Special educational needs Support Plan provides a planning focus for the class teacher for the child. This learning is then supported by Quality First Teaching of the wider curriculum, using either the school’s assessment system.

The Special educational needs Register identifies children who have a Special educational needs Support Plan and whether their progress needs to be evidenced Daily or Weekly using a Daily / Weekly Progress Report. If the child has a 1:1, the key worker will contribute to the filling in of evidence in the Progress reports, closely monitored by the class teacher. The overall and overarching responsibility falls to the class teacher.

**Special educational needs Support Plan reviews & responsibility:**

A Special educational needs Support Plan is reviewed termly or half termly depending on the identified need.

**SENCO Role**

The SENCO will:

* Update outside agency targets on Special Educational Support plans within a week deadline and distribute these to class teachers, classroom teaching assistants and dinner ladies
* Invite parents in for regular meetings to review Support plans
* Monitor on a half termly basis progress being made
* Monitor the impact of the provision and intervention and make necessary changes
* Update the SSP with new targets once current targets have been met

**Teacher’s role**

* To identify initial concerns and involving the SENCO where necessary. (Appendix 1)
* To ensure that all staff working in the classroom are aware of special needs children and their targets they are working towards
* To meet, when requested by, the SENCO to Assess Plan Do Review (APDR) SEN Support plans
* To track pupils accurately using Pivots who are working below 2 years below their age expectations
* To offer a longer parents evening slot to parents of children who are on the Special Educational Needs register. Class teacher is to seek out relevant information from the SENCO in advance of the meeting
* To monitor the SSP targets. If the targets are met before the termly review, class teacher will seek a meeting with the SENCO to discuss new targets

**Teaching assistant’s role**

* To prepare learning materials with support from class teacher/ SENCO to enable children to meet targets from their Special Educational Needs support plan.
* Regularly meet with class teacher to feedback assessment notes.
* To be aware of children’s targets and meet with the class teacher regularly to discuss next steps.

**Parent’s role**

Parents are welcome to come and make appointments with the SENCO and class teacher to discuss their child’s progress. See below how to make an appointment.

At parents meetings, parents who have a child on the special educational needs register, will be offered a double slot to discuss any issues.

**Outer agencies**

The SENCO will refer children to the following agencies, if deemed necessary with parental consent:

* Speech and language
* Occupational therapy
* Educational psychologist
* Outreach

If the SENCO refers your child for outer agency support which requires a parental signature (speech and language and occupational therapy) and parents do not make contact. The SENCO will only refer twice.