



CORNFIELD SCHOOL

SEN Policy

DATE 5th December 2023

APPROVAL 3rd March 2024

REVIEW DATE 5th December 2024

Special Educational Needs

Purpose

We at Cornfield School believe that each student has individual and unique needs. However, some students require more support than others to achieve their full potential. We acknowledge that all students at Cornfield School will have special educational needs (SEN). These students may require help throughout their time in school, while some will need extra support for a short period to help them overcome other, more temporary, needs. If these students are to achieve their full potential, we must recognise this and plan accordingly. Cornfield School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to a broad and balanced curriculum. In particular, we aim to:

- enable every student to experience success
- promote individual confidence and a positive attitude
- ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give all students equal opportunities to take part in all aspects of the school's provision, as far as is appropriate in view of their specific needs
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their student's development
- work collaboratively with parents/carers, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Relationship to other policies

This policy relates to the policies on Teaching and Learning, the School Curriculum, Equality and Assessment, Recording and Reporting. The Accessibility Plan is an integral part of this policy.

Roles and responsibilities of headteacher, other staff, governors

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 co-operation with the headteacher, has a legal responsibility for determining the policy and provision for students with SEN. It maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any student with SEN
- all staff are aware of the need to identify and provide for students' SEN
- students join in all school activities, as far as is reasonably practical and compatible with their needs
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the *SEND Code of Practice (2015)*
- they are fully informed about SEN specific and learning problem issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEN
- the quality of all provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs co-ordinator (SENCO)** is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students' specific learning problems
- carrying out detailed assessments and observations of students with specific learning problems

- co-ordinating the provision for students with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of students with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of students with specific learning problems through the use of school assessment information
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEN moderation.

Class teachers are responsible for:

- providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEN.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEN
- give feedback to teachers about students' responses to tasks and strategies.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO/SLT and subject co-ordinators
- analysis of student tracking data and test results for individual students and for cohorts

- value-added data for students
- termly monitoring of procedures and practice by the SEN governor
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents/carers and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.