

The principles within our school SEN policy

We aim to:

- to create an environment that meets the special educational needs of each child;
- to ensure that all relevant guidance is implemented effectively across the school;
- to create an environment which promotes equal opportunity for children with special educational needs and to eliminate prejudice and discrimination against them ensuring all children work together effectively;
- to ensure teachers plan an effective curriculum to meet the needs of children with special educational needs and enable all children to have full access to all elements of the school curriculum;
- to provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having special educational needs at SEN support;
- to ensure that children are able to achieve their best and go on to become confident individuals who can eventually make a successful transition into adulthood;
- to continually monitor the progress of all pupils using effective assessments, to identify needs as they arise and provide support as early as possible;
- to ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related;
- to ensure that school works in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process
- to contribute to the local offer made by the Local Authority and detail support available in school

More detailed information about SEN can be found in the document called
'Special educational needs and disability A Guide for Parents and Carers'

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

For further information or advice contact Mrs Murray (SENCO) at

Wittering Primary School
Church Road
Wittering
Peterborough

Telephone number: 01780 782336
Email: senco@wittering.peterborough.sch.uk

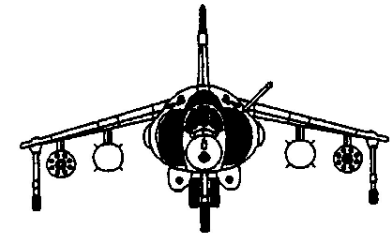
Or refer to the schools offer or LA's local offer


School- <http://www.wittering.peterborough.sch.uk/page/?title=Special+Educational+Needs&pid=20>
LA offer- http://www.peterborough.gov.uk/children_and_families/

A GUIDE TO

SPECIAL EDUCATIONAL NEEDS

AT WITTERING PRIMARY SCHOOL





What are special educational needs?

Children have a learning difficulty or disability if:

- they have significantly greater difficulty in learning than the majority of children of the same age or
- they have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in mainstream schools or
- they are under school age or approaching school age and fall within the definitions above or would do so if educational provision was not made for them.

These children may need extra or different help from that given to other children of the same age. Children with special educational needs may need extra help because of a range of needs. Many children will have special educational needs of some kind at some time during their education. A few children will need extra help for some or all of their time in school.

Special educational needs could mean that a child has difficulty with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- displaying appropriate behaviour within school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

Different levels of special educational needs your child may be put on and what they mean

**Working within the Guidelines of the
Special Educational Needs Code of
Practice (DfES 2014)**

SEN support

This is where children require some kind of additional or different support within the classroom from that which is normally provided. An IEP will be used to help plan the support needed for your child. In consultation with parents, we may feel it would be in the best interests of the child to seek advice and support from an outside agencies, for example, an Educational Psychologist, a Behaviour Support Teacher, a Speech and Language Therapist, an Occupational Therapist or a Support Teacher for the Sensory-Impaired.

EHC or coordinated plan

If after a period of monitoring a child is still not progressing on the SEN support stage of special needs we would consult parents. We may then decide to place a child on a co-ordinated plan which is a detailed document which looks at the longer term complex needs of a child. This would be done in consultation with parents.

In a small number of cases, a child's needs are severe and / or complex and school will apply to the local authority for an EHC assessment which would result in an EHC plan. They will then gather evidence about the child's needs and will meet to decide if the child requires specific support. If the EHC is agreed by the local authority support will be provided, then monitored and evaluated through the annual review process. An EHC plan follows a child until they are 25 and thinks about what support that child will need in their future to help them live fulfilling adult lives.



INDIVIDUAL EDUCATION PLANS

These may be drawn up to include information about:

- The student's needs
- The child's teacher and teaching assistant
- The provision to be put in place
- Suggested teaching strategies,
- Short-term targets
- Parental and child involvement
- When the plan is to be reviewed

How do we support your child?

- We will contact you if we have concerns about your child.
- We will listen to your concerns and those of your child.
- We will work with you to meet the needs identified.

We may offer:

- Individual Education Plans
- Assessment by our Learning Support Teacher to monitor progress
- In-class support from your child's teacher and TA
- Individual or group support in lessons
- Ideas for support and programmes that can be carried out at home
- Targeted programmes carried out within school to help support our child
- Specialised equipment if needed
- Access to support from a variety of outside agencies