



## **Olveston CEVC Primary School Policy for Special Educational Needs (SEN)**

### Rationale:

At Olveston Primary School, all children are treated with respect. We recognise our duty to identify, assess and provide for all pupils, including those who have Learning Difficulties and Disabilities (LDD). We value differences and meet children's physical, social and academic needs within the framework of the National Curriculum. Consideration of LDD, therefore, underpins the continual monitoring and evaluation of children's progress throughout their time at this school.

### Aims and Objectives:

- To ensure provision and entitlement is provided within a Christian content recognizing that all individuals have needs of a holistic nature, which can incorporate 'Mind, Body and Spirit'.
- To raise awareness and understanding of all members of staff with regard to removing barriers to all pupils' learning.
- To identify, at the earliest opportunity, all children that need special consideration to support their physical, social, emotional, communication or cognitive development.
- To make suitable provision for them to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- To involve parents, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.
- To work in partnership with parents, pupils and external agencies in order to provide for the child's special educational needs.
- To ensure that all children with SEN are fully included in all activities of the school, in order to promote the highest levels of achievement.
- To plan for any pupil who may at some time in their education, have special educational needs.
- To promote self-worth and enthusiasm by encouraging independence at all age levels.
- To regularly review the policy and practical arrangements in order to achieve best practice.

### Organisation and Delivery:

All teaching staff are involved in the development of the school's SEN policy and should be aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with educational needs.

The following areas are the responsibility of the Leadership Team and SENCO:

- The daily implementation of the school SEN policy
- Liaising with and advising teaching staff and Teaching Assistants (TAs) on SEN matters
- Managing the support that TAs give to pupils.
- Co-coordinating the provision for children with SEN
- Overseeing the records of all children with SEN and up-dating files
- Contributing to the in-service training of staff
- Liaison with parents and outside agencies
- Keeping the SEN register up to date
- Monitoring of IEPs (Individual Education Plans)

This policy should be read in conjunction with the Assessment policy, Teaching & Learning policy, Monitoring & Evaluation policy and individual subject policies.

Ratified by Curriculum Governors: July 2011  
Review Date: June 2012