



# Benson Community School

*There are no limits to what you can achieve*



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## Special Educational Needs

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### Introduction

The purpose of this policy is to ensure that pupils with special educational needs and disabilities at Benson school are recognised and receive equality of entitlement to the curriculum and the necessary support to enable them to be included in all the activities and to gain the maximum benefit from what the school offers. We believe all children are unique and have their own educational needs which for most children can be met within the classroom. We believe that for all children there are no limits to what they can achieve.

### Aims

The aims of this policy are to;

- Identify, assess and monitor pupils who have special educational needs at any time in their school career.
- Establish and deliver intervention and support programmes.
- Promote partnership between parents, children and other agencies.

### Management

The Special Needs Co-ordinator (SENCO) will be responsible to the Inclusion Manager for;

- Developing, updating and maintaining procedures for the identification, assessment and monitoring of pupils with special educational needs.
- Organising learning support programmes for individuals in collaboration with outside agencies, teachers and teaching assistants.
- Liaising with phase AHTs, year group leaders and individual teachers on the development and delivery of specific programmes to meet the needs of individuals.
- Providing information and guidance on in-service training for staff.
- Seek and maintain links with external agencies on behalf of children with special educational needs.



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- Delivering Inset on latest statutory requirements and new initiatives that will improve the process of plan, review, do provision.
- Completing children's CRISP assessments and exporting them to the LEA.
- Arranging and attending annual reviews for children with statements/EHCP.
- Providing new members of staff with an induction regarding Benson SEN procedures.
- Collating Language and Literacy (L&L) continuums and producing progress data from them.

Individual teachers will be responsible for recognising, recording evidence relating to concern and what has already been put into place, responding to and then reporting to the Senco, children with Special Educational Needs within their classroom practice and pastoral relationships. They are responsible for ensuring schemes of work and quality first teaching methods make provision for children with special educational needs.

## **SEN Code of Practice**

1. At Benson School we will keep a SEN database and Provision map to monitor the movement and progress of SEN children. This will inform the allocation of targeted support, in and out of the classroom, and to record the outcomes of any intervention. Individual SEN records will be kept in an Inclusion file and used by all as a working document.
2. There are 4 main areas of SEN;
  - Cognitive and learning
  - Communication and interaction
  - Sensory and/or physical
  - Behavioural, emotional and social development.
3. There is a graduated plan for action. At Benson we are using the terms Universal support, targeted support, specialist support, Provision Plan and Statement that are transferring to Education, Health and Care Plan (EHCP) on a rolling programme set out by the LA over the next 3 years. The key test of the need for action is evidence that current rates of progress are inadequate, despite QFT and universal support.



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4. Individual Target Plan (ITP) targets are produced using the L&L continuums. Targets should be used to inform planning and marking should reflect these targets. ITP targets are child friendly and shared with the child taking account of their views. Success in meeting targets is decided in collaboration with the child so they are then involved in setting new targets.
5. A new ITP is produced when new targets are needed or every 4 weeks whichever is the sooner and continuums updated to record progress. The current ITP should be kept in the front of English books so success can be recorded when marking.
6. Targets, provision and progress are to be reviewed at the end of each term.
7. Parents must be informed and involved if their child is receiving support for any SEN needs. Teachers will speak to parents and inform them how they could help at home.

## **Success Criteria for SEN Policy**

- A. The school has clear procedures for identifying pupils with SEN.
- B. There is a system in place for measuring the progress of pupils with SEN through the ITP's, reviews and continuum. The Senco will then update the year group data sheet and update the provision map.
- C. The school successfully moves pupils who were on the SEN Database back to age related curriculum levels.
- D. Children's needs have been identified and targeted for additional, graduated support.
- E. Parents are informed and aware of their child's specific needs and progress.
- F. All teaching and support staff have received INSET regarding Benson's SEN procedures.

Revised November 2016 K Wallice SENCO