
COPPICE SCHOOL



Special Educational Needs Policy

RATIONALE

The Governing Body at Coppice Primary School is committed to ensuring that the necessary provision is made for every pupil that has special educational needs.

CONTEXT

A child is defined as having special educational needs (SEN) if he or she has a learning difficulty, which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age in the same area.

AIMS:

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need (SEN) in all the areas outlined in Every Child Matters under the Special Educational Needs Code of Practice. This will be achieved through achieving the following (specific) outcomes:

- Making SEN provision an integral part of our School Improvement Plan.
 - Enable identified pupils with SEN to reach their full potential.
 - Enable successful transition of SEN pupils beyond their life in the school.
 - Reduce barriers to achievement and offer a variety of alternative curricula in Foundation Stage and KS 1 and KS 2 to meet the needs of the individual.
 - Each Pupil to have an individual learning programme.
 - Arrange specialized provision in year groups to meet the needs of groups with low-level achievement.
 - Enable all SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
 - Ensure that appropriate staffing and funding is in place for pupils with SEN.
 - A register of the School's Gifted and Talented Pupils that is maintained and fed into a national register.
 - Ensure that all governors, particularly the SEN governor, are up to date and knowledgeable about the School's SEN provision and the Every Child Matters agenda.
 - Full Governing Body involvement in the future development and monitoring of this policy.
 - Developing a complementary and consistent Disability Equality scheme that reflects the legal duty of the Governing Body to promote equality of opportunity between disabled people and other people.
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ROLES, RESPONSIBILITIES AND *Monitoring Requirements*

- The Headteacher, Special Educational Needs Co-coordinator (SENCO) and the School's leadership team has responsibility to ensure the implementation of the Special Educational Needs (SEN) Policy.
- The appointed governor for SEN plays a vital role in ensuring that SEN stays on the Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEN. This includes making all staff who are likely to teach these pupils aware of those needs.
- The responsible Governing Body Committee shall receive regular reports from the Headteacher, Special Educational Needs Co-coordinator (SENCO) and the named SEN governor on the practical implementation of this policy, highlighting any issues of concern and follow up actions.
- The full Governing Body shall receive an annual report from the relevant Governing Body Committee as part of its wider monitoring and evaluation role. This report will also be used to inform the required (annual) review of this policy.

LEADERSHIP AND MANAGEMENT

- The Governing Body and the Leadership Team will set a clear ethos, which reflects the School's commitment to Special Educational Needs (SEN) provision and the Every Child development are monitored in line with the guiding principles of this SEN Policy.
- An abbreviated copy of the School's SEN Policy will be communicated to parents and students via website, newsletter, parents evening and displays around school.

ETHOS

The school will build an inclusive ethos that is underpinned by the five stated outcomes of the Every Child Matters (ECM) agenda:

- Stay safe;
- Be healthy;
- Enjoy and achieve;
- Achieve economic well-being;
- Make a positive contribution.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training.

Date agreed by the Governing Body:

Signed: (Chair of the Governing Body)

Signed: (Head Teacher)
