



## **Horsington Church School**

**“That they may have life, Life in all its fullness.”  
John 10:10**



### **Special Educational Needs Policy**

This policy should be read in conjunction with Horsington Church School's Special Educational Needs Offer which can be found on the school website. This policy is linked to the Somerset Graduated Response document. To find out more please click on the link below:

<https://www.somerset.gov.uk/children-families-and-education/>

At Horsington Church School we are committed to ensuring that all children make the best possible progress, whatever their needs or abilities.

Children have special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. This means that they have significantly greater difficulty learning than the majority of their peers or they have a disability which prevents or hinders them from making use of educational facilities that are generally provided for others of the same age. When children have a medical condition or physical disability which does not affect their learning, they will not be put on the SEN register, but may be given a medical care plan.

As a school we aim to:

- provide high-quality teaching to enable children to achieve their personal best and to engage in their learning journeys with a sense of responsibility and self-awareness;
- provide a broad, balanced and enriched curriculum for all children;
- identify pupils with SEN and use our best endeavours to make sure that their individual needs are met;
- talk to parents and guardians of children with SEN about their special needs and about what we are doing in response to their difficulties;
- involve parents and guardians of children with SEN and the children themselves in the discussions that are held about them and decisions that are made, in particular our plans for them and the support we put in place;

- collaborate with staff about ways to support children with SEN;
- work closely and effectively with outside agencies and specialists to improve the support we give to children with SEN.

## **Admissions**

Our admissions policy abides by the fair access protocol.

Parents and guardians seeking the admission of a pupil with SEN are advised to approach the school well in advance, so that we can plan appropriately, through consultation, for the arrival of the child.

## **Governing Body**

The school's governors have statutory responsibilities for overseeing the management of SEN within the school and the provision we make for children with SEN. The named SEN governor is Mrs Jeanne Mortarotti.

## **The key responsibilities for SEN across the school**

These duties are carried out by the special needs co-ordinator (SENCo) and/or senior leadership team who;

- make sure that the commitments made in the SEN offer are carried out within the school;
- ensure that lessons and activities are carefully planned by teachers in order to build bit by bit on what children with SEN can already do, and that available resources and expertise among the staff are used to maximum effect;
- co-ordinate highly personalised one-to-one support for children on the SEN register in an on-going cycle called the graduated approach (assess/plan/do/review);
- plan and supervise the delivery of SEN support by teaching assistants (see the school's SEN Offer on the school website for more detail on levels of support for pupils with SEN);
- where necessary, carry out assessments to develop a clearer understanding of children's specific needs;
- keep up-to-date records for children on the SEN register;
- support school staff, offering advice on suitable next-step targets for children and how to achieve them;
- meet each term with the parents and guardians of children on the SEN register to hear their views, discuss their children's progress and agree on next steps;
- be available to offer support and advice to the parents and guardians of all children with SEN;
- complete paperwork for referring children to specialist services;
- with the permission of parents and guardians, seek advice from specialists outside school (e.g. educational psychologist, learning support advisory teacher,

speech and language therapist, occupational therapist) on how best to support children with SEN and arrange for teachers and parents and guardians to be included in discussions with specialists;

- share reports and recommendations from specialists with teachers and teaching assistants;
- monitor the impact of SEN interventions and strategies recommended by external professionals or SENCo;
- liaise with other outside agencies involved with children with SEN (e.g. Social Services, the NHS), sharing information where appropriate;
- liaise with the designated teacher where a looked-after pupil has SEN;
- liaise with professionals and parents and guardians of children with significant or complex needs in advance of their children starting at Horsington, to ensure a smooth transition into the school;
- as part of onward school transition, share pupil's needs in full with the SENCos of the pupil's next school;
- ensure pupil's SEN files are passed securely to the child's next school placement;
- arrange training for staff, in line with the SEN requirements in the school;
- make applications for Education Health Care Plans (EHCP), where appropriate;
- organise and lead annual SEN reviews for children with an Education, Health Care Plan or complex needs;
- attend meetings with other SENCos to keep abreast of good practice and changes concerning SEN.

## **Provision for all children**

Provision for children considered by their class teachers as in need of a little extra support, is organised by class teachers and may be provided by a teaching assistant in small groups. Details of this provision (i.e. assessment information, targets, progress made) is recorded by class teachers on individual provision maps. Parents and guardians of children receiving this support will be notified of this by class teachers at parents' evenings and consulted. This is part of what the Core Standards refer to as Universal Provision i.e. a curriculum differentiated for all children.

## **Identification of Children with SEN and Support for these Children**

Information on how we identify children with SEN can be found in the SEN Offer on the school website. Look for the question, *How do Teachers at Horsington Church School know if a child needs extra help?* For information on how we support children with SEN, look for the question, *How will the curriculum be matched to my child's needs?*

## **Annual Report on Special Educational Needs**

Each year, news about special educational needs at Horsington Church School will be prepared by the SENCo or the head teacher with the SEN governor and shared with the governing body and is available on the school website. This will include information on:

- the number of children on the SEN register;
- how funding is spent;
- significant developments in SEN within the school;
- notable feedback from parents and guardians about the provision for children with SEN.

Reviewed July 2022

Reviewed: by Senco May 2023

Reviewed by Governors: November 2023