

## Special Needs Policy

### AA Code of Practice

1. The day to day operations of the schools SEN Policy
2. Liaising with and advising fellow teachers.
3. Provision for children with SEN
4. Over seeing the records on all pupils with SEN
5. Liaising with parents of children with SEN
6. Liaising with volunteers, if any.

The Head teacher has the responsibility of the day to day management of all aspects of the school including provision for children with special needs (SEN).

Provision for SEN affects the whole school and the head teacher and Trustees determine the policy decision that reflects this. The head teacher is normally the responsible person, although this duty is sometimes taken by the appropriate teacher. The responsible person then has the duty of informing all who will teach a pupil about the precise special educational needs which must be catered for.

The head teacher should be kept informed by the teacher as to which children are involved. If a parental request for assessment is made, the head teacher/teacher, in writing, will inform the parents about their child's learning difficulties and account of the special educational provision that has been made for their child.

### Teachers

Form and subject teachers will be involved in the development of the school SEN policy and should be aware of the schools procedures of identification, assessment and provision.

**At Stage 1:** the teacher has the responsibility to identify any difficulties experienced by pupils in their lessons and to discuss these concerns with the parents at their earliest opportunity. The parents may be able to shed some light on the problem. In many cases it is also helpful to talk over the problems directly with the pupil. The teacher would probably experiment with different strategies and materials, monitoring any progress, for some children this may solve the problem. The head teacher needs to be informed about the concern and should enter the child's name on the school SEN register. School teachers are asked to briefly record, at Stage 1, the concern and any action taken. After a term the teacher should review the position and discuss any continuing concerns with the head teacher, who may suggest that the child moves to Stage 2.

**At Stage 2:** the teacher produces an IEP. Progress should be monitored and other relevant information gathered. Some form of record keeping will be needed to show how well the child is responding to teaching. Parents will be informed about the IEP and any small group and individual teaching. Many parents welcome being informed

about the teaching targets on the IEP, which ideally they will support at home. The teacher must review the IEP at roughly termly intervals.

At review, the child may move down to Stage 1 simply to monitor the concern, stay at Stage 2 to continue to work to targets, or move to Stage 3 for more support.

**At Stage 3:** all teachers continue to take responsibility for teaching all the children in their classes, doing their utmost to meet any SEN, but there may well be some form of support in places to ease the pressure on time and materials. At this stage one of the main adjustments will be the presence of a learning support assistant. Some children may be supported in the class for some or all of the time; some children may be withdrawn for intensive work in particular skills. Head teachers, teachers and parents need to be actively involved to make it easy to the SEN pupils.