



SEND Policy

There is now new government guidance effective from September 2014 on how to support children with SEND. One of the significant changes to arise from this guidance is that educational statements will be replaced with Education, Health Care plans.

Aims

To describe how St Matthews will do it's very best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure those needs are made known to all who are likely to work with them.

Objectives

- To provide an environment where barriers to learning and participation are reduced to a minimum. Therefore encouraging children to feel respected, confident and able to succeed.
- To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- To develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.
- To recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.

Definition of Special Educational Needs and Disability.

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for the children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must NOT be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.



'Special Needs' can include children of all academic abilities and children with emotional and physical needs which may affect their educational entitlement.

Responsibilities for coordinating SEND provision

Policy Determination	Governors & Head teacher
Establishment of appropriate staffing	Governors, Head teacher & Inclusion Manager
Monitoring work on SEND	Head teacher & Inclusion Manager
Day to day management	Inclusion Manager keeping Head teacher and Governors informed
Day to day operation	Inclusion Manager
Reporting on policy	Governors

Name of School's Inclusion Manager:

Miss J Lee

Nominated School Governor:

Alison Randall

Admission Arrangement

St Matthews CE Primary School recognises that each child will have unique needs and welcomes all children irrespective of need- physical, intellectual, social and emotional. We will endeavour to provide a quality educational experience which is effective in meeting their specific needs. This would be agreed upon in consultation with parents and outside agencies. These may require physical adaptations to the school, specialised teaching skills and equipment. Staff development, external support and specific resourcing may also be required to ensure that each child receives the educational experiences to which they are entitled.

All parents receive the school prospectus upon the admission of their child to St Matthews CE Primary.



Identification of individual needs

There are a number of ways in which a child's needs may be identified:

- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEND.
- During a child's school career parents or a class teacher may raise a concern.
- The child's class teacher may assess their needs and in consultation with parents and SENCO, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCO, Teaching Assistant or other outside agencies.

The school's staged approach will be followed and information gathered will be shared with parents.

Level of Support

Teaching SEN pupils is a whole school responsibility. Here at St Matthews we firmly believe that every teacher is a teacher of a child or young person including those with SEN. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support and if this is the case parents and carers will be kept informed on a regular basis.