

SHERRARDSWOOD SCHOOL

SPECIAL EDUCATIONAL NEEDS PROCEDURES  
(Lockleys & Mimram)

**Statement of Intent**

These procedures apply to all pupils from Early Years Foundation stage through to Sixth Form. At Sherrardswood we provide an environment in which all children are supported to reach their full potential. We have regard for the DfES Special Educational Needs Code of Practice 2001.

**Aims**

- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with students, parents, colleagues and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

**Methods**

- The needs and progress of children with Special Education Needs are monitored by our Special Educational Needs Co-ordinator (SENCOs):  
Mrs Charlotte Nolan (EYFS-YEAR 6)  
Mrs Shirley Barker (Year 7-13)
- For students with dyslexic tendencies it may be possible, where deemed appropriate by The Learning Support department, to offer intervention from, or overseen by, our specialist dyslexic support teacher (Mrs Sally Ainscough (Lockleys and Mrs Sorel Persaud, Mimram)).
- Whilst Learning Support staff actively oversee the progress of students with Special Educational Needs, it is the responsibility of all teaching staff to provide for these students
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.

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- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. Children's progress and achievements are shared with parents on a regular basis.
- We use the graduated approach from the SEN Code of Practice for identifying, assessing and responding to children's special educational needs. Initially class teachers will attempt to meet a child's needs through differentiated work within the classroom. If this strategy is not sufficient, then the child will be placed on the Special Needs Register at "School Action". An Individual Education Plan will be written by the class teacher in liaison with SEN staff to move the child forward. This will be discussed with parents and reviewed at regular intervals, according to the needs of each individual child. If the child begins to need more support than can be provided within the setting, they may then move onto "School Action Plus" when other professionals may be involved such as Advisory Teachers, Speech Therapists, Educational Psychology Service.
- We provide parents with information on sources of independent advice and support.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated approach, taking into account their age and levels of ability.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We ensure the effectiveness of our SEN/disabilities provision by collecting information from a range of sources eg IEP reviews, staff

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and management meetings, parental and external agencies views, inspections and complaints.

- We monitor and review our policy annually.
- Our staff, when ever possible, attends in service training on special educational needs.
- We provide a complaints procedure.

### **Procedures for a student with a Statement of Special Educational Needs**

It is only students with complex and/or significant learning difficulties or disabilities who need an assessment and a Statement of Special Educational Needs. Most children have their needs met in school without the need for such an assessment.

- It is a legal requirement that it is reviewed annually by the school.
- Parents are invited to the review along with other professional agencies who have worked with the student during the year.
- The Annual Review document is sent to the county Special Educational Needs Team. If the review has recommended any changes are made to the statement it will be the Local Authority who decides if these changes will be made.
- The student's I.E.P must reflect the strategies in the statement.
- The SENCO disseminates the information from the statement and this is available to all staff on the system in **Teachers Only-SEN Information Booklet**
- Access arrangements may be put in place by the specialist teacher if applicable
- Additional support in class maybe funded by county or parents.
- Regular monitoring and liaising with staff and support staff throughout the year both formally and informally.

### **Complaints procedure**

All complaints regarding SEN provision in the school have to be written in the first instance to the Learning Support Co-ordinator in the school, then if necessary to the Headmistress and in the final instance to the School Governors.

The Governor with responsibility for Special Educational Needs is Gena Edwards.

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### **Role of the Headmistress**

The Headmistress has responsibility for the day to day management of all aspects of the school's work including provision for children with Special Educational Needs.

She will keep the Governing Body fully informed and will work closely with the school's SENCOs.

In the event of the school no longer being able to meet the needs of a pupil with SEN/disabilities, the Senior Management Team/SENCO will refer the case to the Headmistress and Governing body.