



**Special Educational Needs Policy**  
**Updated September 2018**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 15<sup>th</sup> August 2014 and has been written with reference to the following guidance and documents:

- SEND (Special Educational Needs and Disabilities) Code of Practice 0-25 15<sup>th</sup> August 2014
- Equality Act 2010: Advice for Schools DfE Feb 2013
- The Local Offer
- The Schools SEN Information Report 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions.
- The National Curriculum in England Key Stage 1 and 2 framework documentation Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

The policy was created by the school's SENCo, with the SEN Governor, in liaison with the SLT, all staff and parents of pupils with SEND. The policy has been updated to reflect current reform in SEN provision.

#### Deeplish Primary Academy SENCo

Rachel Lloyd - BA (Hons), Education studies

Rachel is an Assistant Principal, a member of the Senior Leadership Team and works in the classroom on a daily basis.

## Aims

Deeplish Primary Academy is an inclusive school committed to providing a high quality education for all children. All pupils will have access to a broad and balanced curriculum. Our high quality of teaching and learning is differentiated and personalised to meet the individual needs of all our children. We have high ambitions, therefore we endeavour to raise aspiration and expectations for all pupils with SEND. Additionally, we promote positive outcomes in the wider areas of personal and social development. We ensure that all decisions are informed by the parents' and children's wishes and seek advice from professionals outside of school to ensure that provisions put in to place are appropriate and follow the most current theories of best practice.

## Objectives

'Special Educational provision is underpinned by high quality teaching and is compromised by anything less.' (1:24 SEND CoP)

1) Through rigorous assessment tracking and monitoring procedures, we aim to quickly identify and provide for those pupils who have special educational needs and additional needs.

2) As all teachers can be teachers of children with additional needs, they are all responsible for meeting the needs of the children in their care.

3) We aim to work within the guidance provided in the SEND Code of Practice, 2014.

4) The SENCo will provide support and advice for all staff working with special educational needs pupils to ensure that learners' individual needs are met.

## Identification and Assessment.

A child has SEND where her or his learning difficulty or disability means they require special *educational* provision different from or additional to what is usually available to pupils of the same age and early identification of this is crucial.

Children that are receiving additional support within school will be included on a Provision Map which will detail the extra support, resources and interventions they are receiving.

At Deeplish Primary Academy we work closely with parents and outside agencies to ensure that SEND are identified as quickly as possible. This is done by completing rigorous baseline assessment upon entry into school regardless of the year group that the child starts in. This ensures that children are then provided with an appropriate curriculum and where they may require additional support with classroom activities.

## Statutory Assessment and Education Health and Care Plans (EHC Plans)

Where the school resources and funding are unable to adequately meet a child's severe, complex and long term need, the school (with consent from

the child's parent/carer) will seek a formal assessment from the Local Authority. If the submission is successful, the child will continue to be supported through School Support, while the Local Authority Statutory Assessment Service prepares an Educational Health and Care Plan.