

## **Golborne St. Thomas' C of E J & I School**

### **Special Educational Needs Policy**

Golborne St Thomas' School is committed to improving life chances, as well as meeting the needs of children with Special Educational Needs and Disabilities (SEND).

The purpose of this policy is to provide information about the procedures, provision and support on offer for pupils with SEND and their families.

#### **Objectives**

- To identify pupils with special educational needs, as early as possible.
- To create an inclusive environment and culture which meets the special needs of pupils.
- To ensure all children have equal access to a broad, balanced and differentiated curriculum.
- To ensure parents are kept fully informed and are engaged in effective communication about their child.

#### **Local Offer**

As part of the [SEN Code of Practice](#) (2014) schools are required to publish a 'local offer', detailing procedures, provision and support provided, in an accessible format.

The local offer from St. Thomas' is on the SEND page of the school website, alternatively a paper copy can be sent out from the school office.

#### **Identifying children with Special Educational Needs or Disabilities**

On entry to Reception class, all children are observed where initial needs are identified. Information gained from parents and pre-school settings are also used to inform us of any possible needs children might have.

As children move through school, identifying children with special educational needs may be through staff observations of behaviour or learning, parent's concerns, or tracking of children's academic progress.

Further information about specific roles and responsibilities, as well as what families should do if they have concerns, can be found in our Local Offer.

#### **Provision**

Our curriculum is fully inclusive through differentiation, experiential and child-led learning.

Resources and equipment is provided to enrich learning.

Wherever needed, the planning, resources and environment is adapted.

Interventions take place for identified groups of children, to boost progress, allowing children to access the learning in the classroom.

Our Nurture setting (The Woodlands room) offers social and nurture programmes.

Further information about specific provision, how these are planned for, and how families are involved can be found in our Local Offer.

### **Partnerships with additional agencies**

As a school, we access a range of services and additional agencies for advice, assessments and recommendations. These are listed below.

Speech, Language and Communication  
Therapy  
Occupational Therapy  
Social Services  
Educational Psychology Service  
Targetted Educational Support Service (TESS)  
Child & Adult Mental Health Service (CAMHS)  
Gateway

### **Assessment**

It is important that assessment is carried out and used regularly to inform everything we do. Children have termly assessments, which are then used to track their progress and attainment.

Children with SEND are tracked separately by SLT and the SENCO (Mrs Bannon) in order to monitor the provision currently in place for each individual. Interventions are also monitored to ensure the most effective practice is always being used.

Where needed, children are assessed separately for other aspects of learning, sometimes this involves additional agencies. This again is used to directly inform the individual provision children with SEND receive.

For further information about assessment of children with SEND, please see our Local Offer.

### **Leading SEND**

The Senior Leadership Team (SLT) and the SENCO share a passion for equal opportunities and inclusion for all.

Teaching and learning throughout the school, including the provision for children with SEND, is monitored through book scrutinies, lesson observations, drop-ins, and the tracking of data.

The SENCO is responsible for;

- tracking the progress of children with SEND
- coordinating interventions
- staff CPD relating to SEN
- leasing with additional agencies
- coordinating meetings between school, additional agencies and families
- ensuring the SEND budget is cost effective
- communicating the status of SEND to governors

## **Inclusion**

At St. Thomas', inclusion is at the heart of all we do. We believe all children, regardless of ability and need, should be part of whole class teaching and learning.

Our Local Offer details specific procedures in place to make the learning environment accessible, to ensure all groups of children are well planned for, to ensure any children who need support (academically, socially or emotionally) are effectively supported.

Our curriculum promotes strong Christian values, where everyone is special in God's eyes, where everyone is respected and valued as an individual.