

## **POLICY DOCUMENT**

**The William Ransom**  
**Primary School**  
**Hitchin**  
**Herts.**



### **SPECIAL EDUCATION NEEDS – Short version**

This is a shorted version of the School's Special Educational Needs Policy. More detail can be found in the full policy. See the School Office for a copy of this.

#### **Mission Statement**

*The William Ransom School aims to provide all its pupils with the highest possible educational opportunities. We believe that the best education is the entitlement of every child and this is realised at this School within a structured, disciplined, caring and safe environment where expectations are high.*

## **1 Philosophy**

It is recognised that each child in the school is unique and all children are valued equally for this quality. We believe that each child must be enabled to develop fully according to his/her individual potential and that learning for all children must be meaningful, integrated and form a coherent whole.

We are committed to our pupils achieving the very highest standards whilst recognising that all children are not capable of achieving the same standards. It is accepted that some children will perform at lower levels than their peers.

We believe that wherever possible and with the best interests of the child in mind, all children should be educated within a mainstream school.

We recognise that the views of both the parents of children with special educational needs and the children themselves are able to offer meaningful and constructive decisions regarding the arrangements made for their educational provision.

We are committed to ensuring that parents and children are given the opportunity to contribute to decisions made and the review of arrangements in place.

We believe that children with special educational needs form a group which comprises not only those with specific learning difficulties but also those who possess a special and particular gift. The way in which the school recognises and meets the needs of gifted and talented pupils is addressed in the **Gifted and Talented Policy**

## **2 Educational Inclusion**

Our Inclusive policy is a key influence on the way in which all our special educational needs work is carried out.

As stated in **The William Ransom Inclusion Policy** the school is committed to giving all our pupils every opportunity to achieve the highest of standards in an environment which is conducive to the education of all children regardless of age, gender, faith, ethnicity, attainment or background.

We feel that a successful inclusive school must, above all, provide a caring and trusting environment.

We recognise that Inclusion is not the same as integration. As a school we are open to the whole range of needs leading to non-segregation.

We feel that Inclusion in Education is one aspect of inclusion in society and that inclusion is not another name for special needs education.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### **Admission arrangements vis a vis SEN:**

The school caters for the full ability range and the presence or absence of a special educational need is not a factor in the selection of pupils. All admissions are made in accordance with the County criteria, and each case is judged individually as it arises.

#### **Special facilities and building adaptations:**

From September 2016 the school is fully accessible with disabled access to the hall on the lower ground floor, an even path through the ground floor of the whole school and lift access to the upper floor. There is lift access from the ground floor to the bottom playground and accessible paths across the whole school site.

### **3 Aims and Objectives**

#### **Aim**

To enable each child to develop their full potential and integrate into the life of the school, providing appropriate support for those with learning difficulties and disabilities.

#### **Objectives**

This policy is in keeping with the school's aims outlined in the Mission Statement, its **Teaching and Learning Policy**, the **Policy on Allocation of Teaching Assistant Time** and its policies on **Inclusion** and **Racial Equality**.

1. To identify and assess at an early stage, by classroom observation and other such specialised tests as might be appropriate, the special educational needs of children.  
The areas of need are categorised as:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health difficulties

- sensory and/or physical
- 2. To enable children with special educational needs to have access to a broad balanced and relevant curriculum meeting their individual needs and enabling them to be integrated as fully as possible into the mainstream life of the school.
- 3. To maximise every child's learning potential by taking into account different learning and teaching styles looking carefully at tasks set and ensuring that the learning environment is conducive to progress being made.
- 4. To provide such pupils with appropriate and co-ordinated support as far as is practicable, in accordance with procedure set out in the Code of Practice, involving outside agencies as necessary, but bearing in mind the constraints of the school budget and our duty towards all children in our care.
- 5. To monitor closely and continuously the progress of each child using the plan, teach, review, assess model, and by carefully recording progress using an assessment management programme and measured by teacher assessments, foundation stage profile, performance against level descriptors and objectives in the National Curriculum, and standardised tests.
- 6. To liaise fully with parents and carers of such children, actively involving them, keeping them fully informed and enabling them to support their child positively from the earliest stages.
- 7. To involve pupils in the decision making processes wherever appropriate including the setting of learning targets, contributing to Individual Education Plans (IEPs) or Assess, Plan, Do and Review (APDR) forms and contributing to the assessment of their needs. Children will be encouraged, where appropriate, to become actively involved in these procedures.
- 8. To work in partnership with outside agencies to ensure that the best possible support is given to any child with special educational needs.
- 9. To keep up-to-date registers of pupils with special educational needs.
- 10. To identify the roles and responsibilities of staff in providing for children's special educational needs.

Other key objectives, which will vary from year to year, will also be highlighted as targets in the SEN section of the School Plan.

Mrs Diana Delaney is the school's Special Educational needs Co-ordinator

Mrs Wendy Buckingham is the Deputy SENCo.

Mrs Victoria Wheat is the school's Gifted and Talented Co-ordinator

**Reviewed Autumn 2019**

**Next Review Autumn 2020**