



MOBBERLEY C OF E PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

“Open Hearts, Open Minds, Open Doors”

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.” – **Matthew 7:7**

Mobblerley C of E Primary School is a vibrant learning community which promotes excellence and enjoyment, enabling all to fulfil their potential and lead useful, productive and happy lives. As a Church of England school we aim to provide a place where each child feels safe, respected and valued as an individual.

At Mobblerley CE Primary School we seek inclusive practice for all members of the school community including cared for children. We believe that children’s needs in the first place should be addressed by quality first teaching, the differentiated curriculum and caring staff working within a clear Christian ethos. In practice we see this as enabling all stakeholders to participate in and enjoy fully school life. We strive to work with individuals in a way that best suits their needs.

Any learner may have special educational needs at some time during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the school meets the needs of learners identified in the ‘Special Needs Information Regulations,’ 1999 and the Revised Code of Practice for SEND – 2014.

It will ensure that no learners, especially those with SEND or disability, are discriminated against. This policy will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purpose.

We appreciate that for children to be identified as having special educational needs can be difficult for some parents to accept and that is why good communication and working in close partnership with parents is so important. As a school we are keen that any special educational needs are identified and support is put in place but at the same time that a child is not to be defined or limited by his/her special educational need.

This SEND policy works alongside, and in conjunction with, the Local Offer offered by Cheshire East Local Authority. Mobblerley C of E Primary School’s Local Offer can be found on the school website. This offer includes information on Identification of SEND, Teaching, Learning and Support, Keeping students safe and supporting wellbeing, Working together and roles, Inclusion and Accessibility and Transition.

Definition of Special Educational Needs

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 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 so do if special educational provision was not made for them.

(Code of Practice September 2014)

INTENT

1. To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and be given equal access to a broad, balanced and relevant curriculum.
2. To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
3. To recognize and record students' strengths and successes to encourage a positive self image.
4. To ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.

IMPLEMENTATION

1. Regular monitoring, evaluation and review carried out by the leadership team will ensure that our aims for learners' individual and special needs are met to the highest standard.
2. Identification and referral of learners, considered as having special educational needs, will be the responsibility of every member of staff
3. The Special Educational Needs Leader will be responsible for managing the process of the identification and assessment of the specific educational needs and a procedure will be put into place for formal assessment of SEND involving outside agencies.
4. The assessment of special educational needs and disabilities will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and guardians. Learners will be fully and actively involved at each stage.
5. The governing body will have a system in place to ensure that parents are appropriately involved at every stage when their child has been identified as having special educational needs.
6. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
7. Our personalised learning approach (using the [Cheshire East SEN Toolkit](#)) will include the following stages:

- Child added to First Concerns Register, First quality teaching, Differentiation and small group work, Follow the 'Plan, Do, Review' cycle, SEN Support Plan put in place, seek advice from outside specialists and if necessary apply for EHCP.
8. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
 9. The positive achievements of learners must be recognized and celebrated.
 10. All teachers are teachers of special educational needs.
 11. Learners with a statement/or EHCP (Educational Health Care Plan) will continue to have access to the whole curriculum unless a specific exemption has been made.

IMPACT

In this school all learners, including those with special educational needs will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN are included, treated as favourably as others, and given appropriate access to the curriculum through appropriate teaching and learning.

PARENTS AS PARTNERS

The school works closely with parents in their support of those children with special educational needs. We encourage an active partnership through the ongoing dialogue with parents. We take account of the wishes, feelings and knowledge of parents at all stages. Parents, pupils and teachers are involved in the writing and reviewing of First Concerns plans, SEN Support plans, and Educational Health Care Plans. Pupil voice is very important. We inform parents of any outside intervention and invite them in to explain any written reports.

Updated December 2019 by Clare Bentzien (SENDco)
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