

## Report about the implementation of the governing body's policy for pupils with SEN

September 2012

### Basic information about the school's special educational provision

1. The objectives of the governing body in making provision for pupils with special educational needs as stated in the schools' special educational policy are

- To create a learning environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age
- To ensure that all partners in the process of meeting a child's individual understand and fulfil their responsibilities
- To ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs
- To have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs
- To enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximize their learning and achievement
- To ensure that parents or carers are able to play their part in supporting their child's education
- To ensure that our children have a voice in deciding how their individual needs might be met
- To ensure that all necessary resources are made available to meet pupils' individual needs

2. Julie Wright is the named person having responsibility for co-ordinating the day-to-day provision of education for pupils with special educational needs at Lillington Nursery and Primary School.

3. Each class has a provision map outlining the different methods of meeting the needs of every child in the class. The SENCO has a whole school provision map which provides an overview of all the interventions provided in the school.

4. Lillington Nursery and Primary School offers a specialist Every Child a Counter teacher, a specialist Every Child a Reader teacher, a specialist learning needs teaching assistant, a Learning Mentor and a counsellor.

Information about the school's policies for the identification, assessment and provision for all pupil's with special educational needs

7. The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. The Headteacher informs the governing body how the funding allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grant attached to some statements has been used. The headteacher and the SENCO meet annually to agree on how to allocate and use our SEN funding. The SENCO draws up the necessary resources bid when the school is planning its budget.

8. Early identification of special educational needs is vital. Children are identified early by teacher or parent referral and provision is then put into place as appropriate. The school works closely with external agencies such as Speech and Language therapists, an Educational Psychologist and a Special Needs teaching assistant. We also work closely with parents to ensure that the needs of each child are met reviewing progress termly.

9. The school provides a broad and balanced curriculum for all children. The Early Years Foundation Curriculum and the National Curriculum are our starting points for planning teaching which meets the specific needs of individual and groups of children. We meet the needs of all pupils, including those with Special Educational Needs, by differentiated planning, providing high quality interventions, removing barriers to learning (counselling, breakfast club, Learning Mentor).

10. Teachers respond to children's needs by planning for all children's full participation in learning, and in physical and practical activities.

11. The SENCO reports regularly to the governing body on the progress made by pupils with special educational needs. The SENCO and the governor responsible for special educational needs also meet regularly.

12. The Governing Body has in place a Complaints Policy which will be followed in the event of any complaint by a parent or carer.

Information about the school's staffing policies and partnership with bodies beyond the school

13. The school works closely with outside agencies such as speech and language therapists, an educational psychologist, a specialist teaching assistant and Children's services seeking in-service training where required.

14. The school works closely with parents and we encourage an on-going dialogue. The progress of children with special educational needs is discussed at least termly.

15. We work closely with other schools, sharing appropriate information, to ensure a smooth transition.