



“Christ’s ministry, as recounted in the Gospels, and the values he promoted through his teachings are fundamental to the life of our school in fulfilling its purpose as a Catholic institution.” (Mission Statement)

SPECIAL EDUCATIONAL NEEDS POLICY

SENCO: Mrs. Liz Wright

Governor for SEN: Mrs. Andrea McKenzie

“The children are at the centre of all that we do and their potential to achieve is recognised. Their time in our school is characterised by a sense of belonging, security, challenge and appreciation.” (Mission Statement).

We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Needs whatever those needs may be so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Objectives are to:

- Identify as early as possible those children with special needs
- Regularly inform parents of their child’s progress
- Fill in all the necessary forms supplied by the LA and designed by the school itself
- Liaise regularly with external agencies
- Create individual education plans where appropriate
- Plan and differentiate appropriate work for the children with special needs
- Put into place regular screening of SEN children

Identification of special needs

The first stage of identification is through a parent or teacher expressing concerns about their child’s learning or development. In agreement with the child’s parents, we would then place the child on a support plan. The child will receive help within school to address their needs through a variety of means which may include some or all of the below:

- Differentiated work
- 1:1 time with a Teaching Assistant for 20 minutes per week
- Working in small groups of children of like ability
- Extra support from TA or Teacher during lesson time

If the child does not make sufficient progress with this level of support we would then seek the advice or support of outside agencies such as speech and language services, educational psychologists, behaviour support services, NHS, CAMHS (Children's Mental Health Services) Occupational therapists and SENss (Special Educational Needs Support Services).

The final stage is an Educational Health Care Plan. A child at this stage will have been monitored by outside agency/agencies, the LEA then considers this child due to recommendation from this professional and if appropriate give the child a statement. This means the LEA will fund some of the provision and they will monitor and review this provision.

All children on the SEN register will be given a support plan. This plan will include the following and in a 4-part cycle: Assess-Plan-Review-Do:

- Nature of the child's difficulties
- Details of the programme of work to be undertaken, the staff involved and the frequency of support
- Involvement of parents at home
- Targets to be achieved

Parents as partners

At St. Aidan's School the role of parents is seen as crucial to the educational progress of their child. We believe it is very important to keep channels of communication open and parents are free to have informal meetings with their child's teacher and or SENCO (Special Education Needs Co-ordinator) at a mutually convenient time. We involve the parents in the formal process of filling in forms for SEN children. We maintain contact with the parents in a caring and professional way, encouraging them to become fully involved with their child's progress. With parents' agreement, Support plan reviews take place during the school day when we can allocate additional time and ensure that staff members who support the child can be involved.

In accordance with our Equalities policy, we seek to ensure all pupils achieve their full potential.