



**Ravenscroft
Primary School**
Explore. Achieve. Fly.

SPECIAL EDUCATIONAL NEEDS POLICY

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

“Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in— (a) mainstream schools in England

(Children & Families Act 2014)

Ravenscroft is a mainstream primary school with Resourced Provision for children with Autism. Entry to the Resourced Provision is managed in conjunction with London Borough of Newham's Special Needs team and has different entry criteria.

- This school will do its best to ensure that the **necessary provision** is made for any pupil who has special educational needs
- The school will ensure that **teachers are able to identify and provide** for those pupils who have special educational needs
- We are committed to **pupils with SEN joining in school life** together with pupils who do not have special educational needs so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. Children and young people with special educational needs often have a unique knowledge of their own needs and they will be encouraged to **participate in all decisions** relating to their education.

Planning and provision

The school will ensure the planning and provision for SEN pupils *is 'additional to, or different from, that made generally for others of the same age' (Children & Families Act 2014)*

This will be achieved by:

- identifying the child's barriers to learning and subsequently providing provision and targets that work towards removing them

- implementing recommendations provided by the SENCo, Autism Specialist Teacher, and/or external agencies
- clear focused assessments that inform future planning and provision
- considering pupils' voice

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, the Deputy Heads, Autism Specialist Teacher, SENCo and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** The usual **stages of SEN provision** will apply in accordance with legislation and LBN's policies and procedures (SEN support and EHC Plan).

The SENCo / Autism Specialist Teacher will:

- oversee the day-to-day operation of the school's SEN policy
- coordinate provision for children with special educational needs (including those who have an EHC Plan)
- manage the deployment of support staff
- liaise with and advise fellow teachers
- contribute to the in-service training of staff
- oversee the records of all children with special educational needs
- track attainment and rates of progress of SEN pupils
- liaise with parents of children with special educational needs
- liaise with external agencies

This policy should be read in conjunction with the SEN Information Report

This policy was agreed on	January 2022
Policy to be reviewed by	January 2023

The following documents have been taken into account in the production of this policy:

- Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities DfE January 2015
- Children & Families Act 2014, Part 3