



## 104 Special Educational Needs Procedure

**PURPOSE** - To meet the needs of each child to enable them to reach their full potential in every aspect of school life and to put in place specific programmes of instruction which focus on the child's learning, social and cultural needs where deemed necessary. A child is deemed as having Special Needs if they cannot regularly access the curriculum without modification or support.

### *Procedures*

1. Funding is be made available through the operations grant by the BOT to develop and implement learning programmes for children identified as having 'special needs'.
2. An appointed staff member co-ordinates special needs programmes. (SENCO)
3. Parents are informed prior to their child being placed on a programme that involves outside agencies.
4. Outside specialist advisers/teachers are consulted where appropriate.
5. Individual Education Programmes (IEPs) are written for children identified as having significant special needs. These are written and reviewed regularly by the classroom teacher in consultation with the child's parents, special needs resource teacher and specialist advisers/teachers. (Please note: short term remedial programmes do not require an IEP.) A copy is kept in the SENCO folder on the Shared Google Drive.
6. It is recognised that best practice in use of learning assistants is to free the teacher to work with the child or group while the learning assistant monitors the more independent learners. However, individuals or small groups of pupils with identified common needs may be withdrawn from normal mainstream classrooms for short periods of specialised instruction.
7. Teachers make effective use of learning assistants by providing clear instructions and guidance as to how they are to work with students.
8. Professional development and support for staff is provided and is part of the school's professional development and appraisal programme.
9. Teachers seeking outside agency support must do the referral through the SENCO.