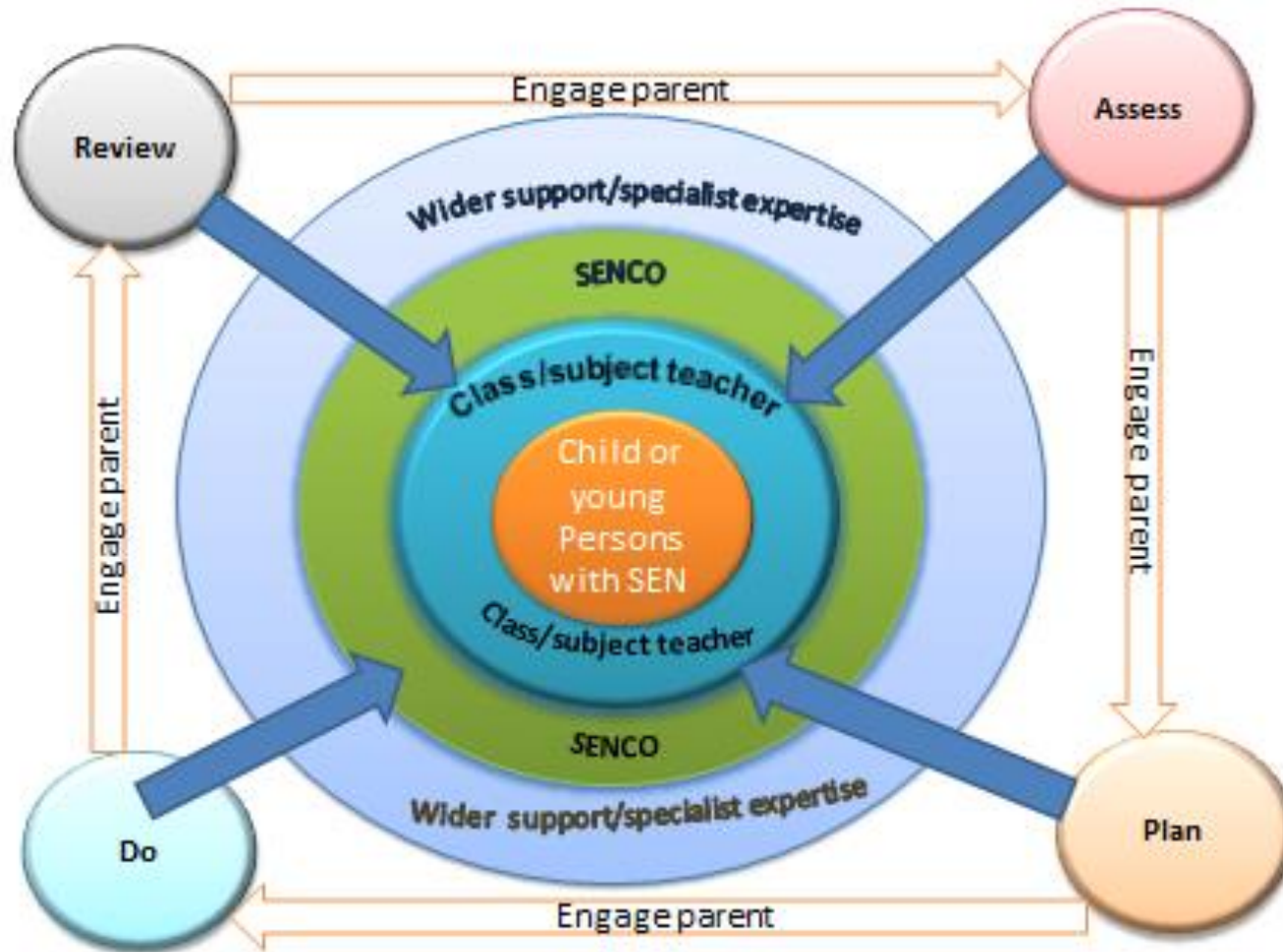




Alderman Bolton Primary School
SEN Vision: A whole school approach



Our whole school approach

“Our Children are at the heart of everything that we do”

Teachers are expected to:

- Adopt Quality First Teaching.
- Make reasonable adjustments to their practices and are expected to adopt a variety of strategies and approaches in order to engage the learner.
- Provide differentiated expectations for all students and good quality personalised teaching. This is the first step in responding to students who may have SEN.
- Support the progress and development of children in their class, including where children access support from teaching assistants or specialist staff.
- Set and review targets regularly and for collecting evidence to show trialled methods of support before making an internal referral.



Teaching Assistants are expected to:

- Support teachers and children through a collaborative approach.
- Work through bespoke intervention programmes with children with SEN.



The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEN policy.
 - Coordinating provision for children with SEN.
- Liaising with the DSL where a looked after child has an SEN.
 - Advising a graduated approach to SEN support.
- Collaborating with the Head teacher and Governors on use of delegated support, budgets and the Equality Act.
 - Liaising with parents of children with SEN.
- Working collaboratively with other settings and agencies
 - Liaising with next potential providers of education
 - Ensuring that SEN records are up to date.