



SPECIAL EDUCATIONAL NEEDS POLICY

PHILOSOPHY AND AIMS

The SEN policy reflects the vision and aims for the school adopted in June 2010. The five outcomes of "Every Child Matters" are at the heart of these aims, which contain explicit reference to meeting the needs of pupils with special educational needs.

OBJECTIVES

The department's objectives are;

1. To help the child overcome any obstacle to his/her learning whether it is physical, psychological, educational, emotional, behavioural or social.
2. To improve the child's self-esteem, self-confidence and independence.
3. To enable the child to develop social and inter-personal skills.
4. To enable the child to have as full access to the curriculum as is possible.
5. To enable the child to enjoy success and a sense of fulfilment.

MANAGEMENT STRUCTURE AND RESPONSIBILITY

The SEN Co-ordinator is Mrs G. Taylor. TLR2 is attached to the post. The post combines responsibility as Co-ordinator for Child Protection, shared with the Headteacher.

The named governor for Special Needs is Ms P Johnson.

The Co-ordinator for Special Needs should discuss with senior management matters relating to the special needs of all pupils. She may be required to discuss and advise other staff members in the teaching of pupils identified as having special needs.

Identifying and helping children with special educational needs is the responsibility of the whole staff who are mindful that the special needs of a pupil may be temporary and could be other than purely academic. It must not be assumed that all pupils with special needs are those in the lower ability range or those with physical problems. Some very able pupils may have special needs of a different nature and these must be recognised and appropriate help afforded.

All teachers are responsible for the education of all pupils including those with special educational needs. The SEN Co-ordinator oversees and has responsibility for all aspects of provision for pupils with special educational needs including identification, assessment, monitoring, classroom support, record keeping and administration.

The SEN Co-ordinator attends the twice-weekly pastoral briefings and the monthly Connexions panel meeting.

The LA determines our admission arrangements in consultation with the governors of the school.

STRATEGIES FOR PROVISION AND INCLUSION

Access to the curriculum for pupils with SEN

Access to the curriculum is achieved either through differentiated provision, or is delivered by specialist staff whose work is supported by teaching assistants. Teaching assistants play a vital role in supporting pupils both inside and outside the classroom and by encouraging our students to be as independent as possible.

Teaching assistants will: support in lessons as directed by the SENCo, usually working with a variety of children, sometimes with individuals, or with a small group. Teaching assistants, working of necessity on a one-to-one basis, with a pupil will take every care to avoid individual pupils being labelled or seen as different in a detrimental way.

Inclusion

We recognise that all pupils should have access to the full curriculum and our aim is to support pupils with special educational needs in integrated settings as far as possible. However, when necessary, children are withdrawn for extra help with specifically tailored programmes. This creates a fluid situation that is designed to meet the varying needs of the individual, and careful planning ensures that their entitlement to the broad and balanced curriculum is not jeopardised.

All our children are fully integrated into the social and pastoral life of the school. Class teachers/ Heads of Year are responsible for monitoring the whole school experience of each child. They are concerned about the learning, personal and social development and general well being, and, as with all our pupils, there is close contact with parents.

ICT

The contribution which can be made by ICT to the learning experience of children is recognised by this department. Children experiencing difficulties in written curriculum areas can improve their self-esteem, confidence and presentation greatly by the use of modern technology. Spelling, sentence structure and drafting techniques can be improved by frequent access to ICT. Curriculum support will seek to use ICT whenever it is appropriate and available. School policy ensures ready access to ICT facilities for all pupils at point of need.

Curriculum

All pupils follow National Curriculum courses unless there is an exceptional need for special arrangements to be made

ALLOCATION OF RESOURCES

An SEN Budget is agreed annually. The SEN budget is used to provide support and resources for pupils identified through the Code of Practice as requiring interventions additional to or different from our usual differentiated curriculum. In addition, the school receives extra funding from the LEA for individual pupils who are the subject of statements. This allows for further provision to be made for these pupils. Money for additional School Action Plus is devolved to the school and is used for pupils who require the assistance of professionals from outside the school. Departments are required to spend 5% of department allocation to support SEN. Each subject area is responsible for the provision of materials and resources suitable for pupils with special educational needs. These are acquired and or developed by teachers and support staff in consultation with the SENCo. Where appropriate, additional resources are allocated according to individual pupils needs.

ACCOMMODATION

A centrally situated room on the ground floor is provided as a base. The aim is to provide a suitable atmosphere for the department from this base. There are two disabled toilets, a lift and full disabled access.

IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES

It is the responsibility of all staff to assist in identifying pupils with special educational needs. The identification procedure involves the use of parental information, data from previous placements, National Curriculum Key Stage Test Results, screening procedures and teacher observation. The on-going assessment and review procedures will follow the guidelines contained in the Code of Practice and will complement the school's Assessment, Recording and Reporting Policy. The opportunity to discuss pupils needs exist at the twice-weekly pastoral briefings. Special "Case Conferences" are called when needed.

SUPPORT SERVICES

The school has access to the full range of LEA Support Services.
(See appendix)

PARTNERSHIP WITH PARENTS

Parents are encouraged to be fully involved with all aspects of their child's education. This is done in a variety of ways including consultation (ACE) evenings, review meetings, open evenings, telephone, letters, home/school agreements and informal meetings. We value the partnership of home and school working together with equal commitment towards the same end and recognise that our pupils will benefit more fully from the opportunities that we offer with this alliance.

STAFF TRAINING

The SEN Co-ordinator will attend appropriate courses in order to remain aware of developments in policy and procedures both nationally and locally.

When necessary whole staff meetings will be called to address specific issues be they medical, emotional or academic. All staff in all curriculum areas are expected to remain aware of good practice, in teaching and learning strategies to support Special Needs, and should be supported in relevant training.

TRANSITION BETWEEN EDUCATIONAL ESTABLISHMENTS

Arrangements include:

- Liaison with previous placements to meet the pupils and staff
- Liaison with future placements to meet the pupils and staff
- Intake evenings
- Parental visits
- Induction days
- Discussion with outside agency specialists re pupils with special educational needs transferring to us

When necessary we draw on the expertise of colleagues in special schools/units.

FURTHER EDUCATION

Links with establishments for further education are utilised when appropriate. The Connexions Service are fully involved with pupils from Year 9 onwards and advice is given to both pupils and parents prior to them leaving school. Relevant documentation is made available to any educational establishment to which the pupil transfers. Information is also obtained on request to any provider of vocational training with the permission of the student.

FURTHER LINKS

Links with the Health Service and Social Services are conducted through the named persons in the respective organisations. The school utilises the services of the Educational Welfare Officer and links with the Voluntary Organisations are developed as appropriate.

(See appendix)

Approved by Governing Body

APPENDIX

Currently the school is involved with the following LEA Support Services:

- 1) CAF Unit
- 2) Education Welfare Officer
- 3) School Medical Service
- 4) Pupil Referral Unit
- 5) Special Educational Needs Teaching Team
- 6) John Leggott Sixth Form College
- 7) North Lindsey College
- 8) Connexions
- 9) Hearing Impaired Service
- 10) Autistic Spectrum Disorder Service
- 11) Bi-Lingual Support Service
- 12) ESPD
- 13) Educational Psychology Service
- 14) Childrens' Services

GT/JS October 2010