



Midhurst Rother College

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SEN Policy

Written by: Carolyn Lee

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Special Educational Needs Policy

Introduction

This policy has regard to The Special Educational Needs (SEN) Code of Practice 2001, which refers to the Education Act 1996 and the SEN and Disability Act 2001 (SENDA). This policy also fully subscribes to the Every Child Matters (ECM) Agenda: Change for Children, 2004.

Children have a special educational need if they have a significantly greater difficulty in learning than the majority of their age group; or a disability involving a physical or mental impairment that calls for special educational provision to be made for them to access the curriculum.

Principles

- We embrace Inclusion and welcome all students, whatever their needs into the school ensuring parity of opportunity
- We recognize that every teacher is a teacher of children with Special Educational Needs and that they have a professional responsibility for meeting and monitoring those needs
- We value and recognize individual students, whatever their need, and recognize that all children learn best in a supportive and positive environment where self esteem and confidence can grow.
- We recognize that working in partnership with parents is imperative; we will value their views and keep them fully informed and consulted
- The pupil's views should be considered at all stages when planning and assessing provision
- For some students, with complex needs, a multi – agency approach should be provided to ensure holistic provision for both the pupil in school and to support them and their family
- We recognize that early assessment and implementation of a range of intervention strategies for students with SEN is central to promoting accurate provision and good progress
- All students with Special Educational Needs will follow a broad and balanced curriculum, differentiated and modified in pace, content and delivery, with clear structure and high expectations in a normal classroom setting. We recognize that some students will need *additional*, highly structured, targeted interventions. These will be delivered by specialist staff both within the classroom setting and/or on a time limited withdrawal basis.

Roles and Responsibilities

All staff have a duty of care, both in the classroom and around the school, to ensure the safety, well being , provision for and inclusion of students with SEN.

Principal

The Principal is responsible for:

- Ensuring the SEN Code of Practice is implemented
- Working with the Local Governing Body to ensure adequate funding and resources are allocated to SEN
- Working closely with an appointed Special Educational Needs Co-ordinator to ensure provision is met

Special Needs Co-ordinator

The SENCO is responsible for :

- The day to day operation of the SEN policy
- Co-ordinating provision; maintaining an Inclusion Register, Provision Map and overseeing all monitoring, assessment and report paperwork for individuals
- Ensuring all staff are aware of pupil's needs, giving advice and implementing specialist recommendations as required
- Keeping staff fully informed of developments in SEN delivering INSET as needed
- Consulting and taking into account pupil views and needs
- Liaising with and working in partnership with parents
- Liaising and working in partnership with Outside Agencies and Specialist Providers
- Manage the Learning Support Team, overseeing their day to day work and ensuring CPD for team members
- Keeping up to date with the latest legislation for SEN and new developments, research and resources
- Ensuring resources are fairly and appropriately allocated according to the Code of Practice, taking into account the statutory requirements of provision for those students with a Statement of SEN
- Respect confidentiality and ensure this is upheld

The SEN Team

The team will:

- Work closely with identified children, implementing targeted intervention strategies

- Encourage independent learning; build secure relationships; advise and assist in the development of pupil's self-esteem and be aware of pupil's views and needs
- Work together as a team in an open, communicative and supportive way, sharing ideas and expertise
- Support staff with strategies, target setting, differentiation and resources
- Maintain accurate records to observe, monitor and assess pupils
- Be committed to developing expertise through CPD and attending INSET

Departments

All departments should be committed to the Inclusive provision for students with SEN, recognising provision needs to be tailored and differentiated according to need. How this is done should be indicated in the department handbook. Specific consideration should be given to those students with general learning difficulties and specific learning difficulties such as dyslexia. Appropriate resources should be provided, including access to full ICT facilities. Department staff should work closely with the AENCO and the Learning Support team to facilitate successful provision for individual students with a range of needs.

Parents

Parents of students with SEN should be encouraged to work in partnership with the school and Outside Agencies. This will be done by keeping parents informed at every stage, inviting them to communicate and arranging meetings where necessary. Parent's views and consideration of home circumstances will be taken into account in planning provision.

Students

Students with SEN will be encouraged to achieve their best and be given every opportunity to be involved in the wider aspects of school life. They should feel secure and comfortable and be given the opportunity to discuss their difficulties and help to set their own agreed targets. Students will be encouraged to take responsibility for their learning and understand there are clear expectations of attitude, co-operation and behavior to ensure they make good progress. There will be opportunities for both formal and informal meetings.

Identification, Provision, Assessment, Review and Record Keeping

Identification

We recognize that there is a continuum of special educational needs and the school follows a graduated response for meeting those needs, as outlined in the SEN Code of Practice under the following headings:

- Communication and Interaction
- Cognition and Learning

- Behavioural, Emotional and Social Development
- Sensory and/or Physical Needs

Early identification is essential and close liaison with feeder schools will ensure continuity of provision

Provision

Once a need is identified, the school will map and offer a graduated response to meet those needs through the following strands of action:

Monitor: The class/subject teacher will monitor and assess the pupil, offering differentiated learning opportunities in the classroom as needed. Progress will be monitored through the whole school tracking procedure.

If the above does not enable the pupil to make adequate progress they then move to:

School Action: Students at this stage need a level of intervention that is additional to, or different from, those provided as part of the school's usual differentiated curriculum. This provision will be planned in consultation with the SENCO and may include:

- Increased levels of differentiation and use of specialist resources
- Extra support in the classroom through allocated resources
- Wave 2 Intervention - regular targeted small group or individual support , in class and/or on a withdrawal basis to address learning needs, or social, emotional and behavioural difficulties
- Grouping students according to departmental policies

These students may have an Individual Education Plan. Progress will be monitored through the whole school tracking procedure, as well as individual monitoring and assessment tools implemented by the SEN department.

If the above does not enable the pupil to make adequate progress they then move to:

School Action Plus: The school will request further advice from an Outside Agency to obtain specialist advice, assessment and recommendations. The SENCO will be directly involved in planning and possibly implementing subsequent provision. This will include the provision outlined above for the interventions at **School Action** and, in addition, may include:

- Wave 3 Intervention – regular 1:1 targeted support from a member of the SEN team, including specialist teaching
- Students working directly with Outside Agency Workers/ Specialists for a specified time; or targeted intervention to implement strategies recommended by specialist agencies.

These students should have an Individual Education Plan and/or Pastoral Support Plan. For those students with complex needs, a Common Assessment Framework plan may be implemented to ensure a multi-agency approach through Team Around the Child meetings. The SENCO will take the lead in

monitoring progress and reviewing provision and future interventions in liaison with school staff, parents and specialist agencies.

Statutory Assessment of Special Educational Need: for a few students, who, despite a graduated level of response, at School Action and School Action Plus, do not make adequate progress and have long term needs there needs to be an increased level of provision. This is met through a Statement of Special Educational Needs and is funded by the Local Education Authority to supplement the schools' own provision.

For these students there will be external agency advice, close liaison with parents and an Individual Education Plans that indicate highly targeted specific interventions. Students will receive specialist support on a 1: 1/small group basis and targeted in class support as appropriate.

Statutory review meetings will be held annually, with close liaison between the students, parents, teaching staff, specialist agencies, SENCo and the LEA Special Needs Officer. The views of the pupil will be taken into account. Resources and provision will be reviewed, taking into account any changes in the pupil's special educational needs and any preparation need to ensure a smooth transition between Key Stages.

Whole School Planning , Management and Review

Access: The school and the Governors will ensure full access to the school's premises, for those individuals with a disability, in accordance with The Special Educational Needs and Disability Act 2001.

Resources: The Principal and the Local Governing Body will identify appropriate delegated funding to ensure the best level of resources are allocated to supporting students with SEN.

INSET: The training needs of staff, across the whole school, and within the SEN department will be identified and provided for, to ensure good SEN provision. INSET may be delivered in school, by the SENCo or delivered by external providers – on or off site. We recognize the training needs for staff working with students with SEN are essential and staff will be encouraged to develop their skills and obtain further status within this area.

Complaints Procedure

Any parent of a child with SEN, who has a complaint about provision for that child, should initially contact the school. If a parent wants to make a formal complaint they should follow the Local Governing Body's general complaint procedure, as outlined in the school prospectus.

Review

This policy will be reviewed annually and any appendices updated as necessary. It will be reviewed in light of other school policies and the latest statutory documentation pertaining to SEN.

Carolyn Lee Director of AEN