

Special Educational Needs Policy

SEN Co-ordinator: Mrs Diana Cavalier

Link Governor: Mrs Annabel Bugge

September 2008

Governors:

To be reviewed:

A. School Arrangements

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for pupils with Special Educational Needs (SEN) at The Marsh Academy.

LEA guidelines and DFEE Code of Practice have been taken into consideration in the formulation of this policy. Pupils have SEN if they have a learning difficulty which calls for Special Educational Provision to be made for them. Special Educational Provision means: 'for children of two or over, educational provision which is in addition to, or otherwise different from, the education provision made generally for pupils of that age in Schools maintained by the LEA, other than special schools in the area'.

This policy provides a framework for the identification of and provision for pupils with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximized, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every pupil is valued and respected.

Aims

- To identify at the earliest opportunity all pupils who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development
- To ensure that these pupils are given appropriate support to allow every pupil full access to the National Curriculum in a positive framework
- To ensure that these pupils are fully included in all activities of the school in order to promote the highest levels of achievement
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategies adopted by the school

Objectives

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- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEN. All staff will be required to read the policy and they will be kept up to date with any new developments.
- To demonstrate that meeting the needs of pupil's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupil who may at some time in their education have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To give every child the entitlement to a sense of achievement
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible
- To work in partnership with the pupil's parents/carers and other external agencies to provide for the pupil's special educational needs
- To regularly review the policy and practical arrangements to achieve best value. The review will take place annually in October.

Roles and Responsibilities

All members of the school community work towards the schools aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs
- Sharing a commitment to inclusion and a partnership approach to provision

The governing body, in co-operation with the Executive Principal, determines the school's general policy and approach to the provision for pupils with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEN policy and reporting to parents annually.

- The governing body has appointed Mrs Annabel Bugge as the governor who takes a particular interest in and monitors the school's work on behalf of pupils with special educational needs

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The Executive Principal has strategic responsibility for overseeing the provision for pupils with special educational needs and keeping the governing body fully informed. In conjunction with the management team the Executive Principal will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Executive Principal will also work closely with the SEN Co-ordinator, with whom regular meetings are scheduled.

Co-ordinating and Managing Provision

The SEN Co-ordinator (SENCo) has a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of pupils with SEN. SEN provision is an integral part of the School Development Plan.

The SENCo is responsible for:

- The daily implementation of the school SEN policy
- Liaising with and advising teaching staff and LSAs on SEN matters
- Managing the Learning Support team
- Co-ordinating the provision for pupils with SEN
- Overseeing the records of all pupils with SEN
- Contributing to the in-service training of staff
- Liaising with parents and external agencies including the LEA's Education Psychology Service, Health and Social Services and BEST

Provision for pupils with special educational needs is a matter for the school as a whole. All teaching and non-teaching staff are involved in the development of the school's SEN policy and are fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. Teachers have responsibility for managing the work of LSAs.

Admission Arrangements for Pupils with Special Educational Needs

This school strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Educational September 2008

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Act 1996 (section 316), if a parent wishes to have their child with a Statement educated in mainstream education, the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

Learning Support Assistants are available to support classes with significant numbers of special educational needs pupils. The school has recently opened an on-site unit for pupils from The Marsh Academy with emotional and behavioural difficulties. Students access this unit for a term only and learn strategies to support their integration back into mainstream lessons.

B. Identification, Assessment and Provision

Allocation of Resources

The Academy makes provision for SEN spending out of the General Annual Grant (GAG)

- The budget covers teaching and curriculum expenses as well as the cost of the SENCo

The SENCo in consultation with the Executive Principal is responsible for the use of these resources and the deployment of the designated support staff.

Action to meet pupil's SEN aims to promote independent learning and tends to fall within four broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

This may be delivered through training and collaborative work with other schools, planning, review and liaison time, improved staff/pupil ratios and use of alternative resources/curriculum.

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Identification, Assessment and Monitoring

This follows a graduated approach as required by the 2001 SEN Code of Practice. The school recognizes that there is a continuum of special educational needs. The response is seen as action that is additional to or different from that provided as part of the school's usual differentiated curriculum offer and strategies. The National Curriculum Inclusion Statement emphasizes the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion.

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment

The Code does not assume that there are hard and fast categories of SEN but recognizes four broad areas:

- Communication and Interaction (Language and autistic Spectrum Disorder)
- Cognition and Learning (General learning and Specific Learning difficulties)
- Physical and Sensory
- Behavioural, Emotional and Social

School Action

At School Action class teachers make appropriate arrangements for differentiating the curriculum in order to provide additional support for a pupil.

School Action Plus

If there is inadequate progress at School Action, the tutor or Student Development Leader (SDL) in conjunction with the SENCo, will assess the pupil's difficulties using a range of assessments. An Individual Education Plan (IEP) will usually be devised. The IEP may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the pupil. This could involve the support and advice of outside agencies such as the Educational Psychology Service, Health Services, CAMHs and BEST. Parents are kept informed at all stages of intervention. This partnership and exchange of information with external agencies is particularly important in order that the needs of the majority of pupils with SEN are met effectively.

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Statements of Special Education

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of a Statement of SEN is necessary, then the pupil's SEN provision will be summarized in the Statement document. This will be reviewed annually. The School undertakes to carry out the specific requirements as outline in the Statement of SEN.

Providing Curriculum Access and Inclusion

Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

Different teaching strategies are used depending upon the nature of the pupil's needs

This school strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all pupil

Evaluating Success

The success of the school's SEN Policy and Provision is evaluated through

- Monitoring of classroom practice by the SENCo, DOLs and SLT.
- Analysis of pupil tracking data and test results
 - For individual pupils
 - For cohorts of pupils
- Value-added data for pupils on the SEN register

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- Monitoring of procedures and practice by SEN governor
- School self-evaluation, using a variety of approaches
- The Governors' Annual Report to Parents
- The SEN moderation process
- The School Development Plan

Complaints

Any complaints regarding the SEN Policy or the provision made for pupils with special educational needs should be addressed in the first instance to the pupil's Student Development Leader or Vice Principal. If parents need further advice they are welcome to arrange a meeting with the SENCo. If they feel their pupil's needs are still not being met they should make an appointment to see the Head of School. If however, parents are still concerned they may contact the governor responsible for SEN and/or the Partnership with Parents Service who may allocate an individual parent supporter. The School can provide information on this service.

C. Partnership within and beyond the school

Staff Development

The auditing of training needs is based on the TTA National Standards for SENCos and specialist teachers of SEN as well as the School Development Plan.

- The SENCo, teachers and LSAs will attend SEN courses which are of interest and have a particular bearing on the pupils they support
- Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEN pupils. The SEN governor will be informed of school based training and invited to attend. Staff will be involved in developing practices which promote Whole School approaches to SEN.
- NQTs and new staff will access specific training and induction programmes at the Marsh Academy and there will be an SEN component in the induction

Working in Partnership with Other Agencies

External Support Services

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The school has arrangements for securing access to external support services for pupils with special educational needs. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SENCo and these services.

Partnership with Parents

We aim to promote a culture of co-operation with parents, schools and the LEA. This is important in enabling pupils with SEN to achieve their potential. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and SENCo
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the tutor
- Providing access to the SENCo to discuss the pupil's needs and approaches to address them, perhaps using an IEP
- Undertake Annual Reviews for pupil's with Statements of SEN

The Voice of the Child

In this school we encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Incorporating their views in every aspect of their education
- Encouraging self advocacy and independence

Links with other Schools

- We will ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for pupils. Where appropriate we will attend Year 5/6 Annual Statement Reviews of pupils transferring to The Marsh Academy
- We will consult the LEA and governing bodies of other schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.

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- We will collaborate with all other support services and agencies involved with the pupils and with parents and where appropriate make joint planning arrangements.

Chairman of Governors: _____

Date Agreed: _____

Executive Principal: _____

Review Date: _____

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