

Weston Point College

Special Educational Needs (SEN) Policy.

1 Introduction

- 1.1** *This policy was reviewed and updated in April 2008 in line with the revised Code of Practice.*
- 1.2** *This school provides a broad and balanced curriculum for all pupils. The National Curriculum is our starting point for planning that meets the specific needs of individuals. When planning, teachers set suitable learning challenges and respond to pupil's diverse learning needs.*
- 1.3** *These requirements are likely to arise as a consequence of a pupil having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals and thus enable them to participate effectively in curriculum and assessment activities.*
- 1.4** *Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.*
- 1.5** *The over whelming majority of students who attend Weston Point College already have a Statement of Special Educational Needs. Weston Point College is committed to working with students who have identified special educational needs. The college is committed to meeting the objectives identified in the statement.*

2 Aims and objectives

- 2.1** *The aims of this policy are:*
- *to create an environment that meets the special educational needs of each pupil;*
 - *to ensure that the special educational needs of pupils are identified, assessed and provided for;*
 - *to make clear the expectations of all partners in the process;*
 - *to identify the roles and responsibilities of staff in providing for pupil's special educational needs;*
 - *to enable all pupils to have full access to all elements of the school curriculum;*
 - *to ensure that the pupil has a voice in this process.*

3 Educational inclusion

3.1 *In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils;*

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- *have different educational and behavioural needs and aspirations;*
- *require different strategies for learning;*
- *acquire, assimilate and communicate information at different rates;*
- *need a range of different teaching approaches and experiences.*

3.2 *Teachers respond to pupil's needs by:*

- *providing support for pupils who need help with communication, language and literacy;*
- *planning to develop pupil's understanding through the use of all available senses and experiences;*
- *planning for a pupil's full participation in learning, and in physical and practical activities;*
- *helping pupils to manage their behaviour and to take part in learning effectively and safely;*
- *helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.*
- *planning a special curriculum to enable the pupils strengths to be developed.*

4 Special educational needs

4.1 *Pupils with special educational needs have learning difficulties that call for special provision to be made. All pupils may have special needs at some time in their lives. Pupils have a learning difficulty if:*

- *they have significantly greater difficulty in learning than the majority of pupils of the same age;*
- *they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupils of the same age;*

4.2 *All of the pupils who join our school have already attended a previous education setting. In most cases pupils join the school with their needs already assessed. All our pupils are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the*

development of an appropriate curriculum for all our pupils. All pupils are given an IEP which is reviewed regularly.

- 4.3** *If our assessments show that a pupil may have an unrecognised learning difficulty, we use a range of strategies that make full use of all available classroom, ICT and school resources. The teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. If the teacher considers that more action is needed, the head teacher will then ask the company Ed Psychologist to assess the pupil's needs further*
- 4.4** *We will record the strategies used to support the pupil using the Access Plan The Access Plan will show the short-term target set for the pupil and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Students ability to access the curriculum is evaluated on a daily basis*
- 4.5** *If the pupil continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the pupil will support the request.*
- 4.6** *In our school the head teacher :*
- *manages the day-to-day operation of the policy;*
 - *co-ordinates the provision for and manages the responses to the pupil's special needs;*
 - *supports and advises colleagues;*
 - *oversees the records of all pupils with special educational needs;*
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 - *acts as link with external agencies and other support agencies;*
 - *monitors and evaluates the special educational needs provision.*
 - *manages a range of resources, human and material, to enable appropriate provision for pupils with special educational needs;*
 - *contributes to the professional development of all staff.*

5 The role of the directors.

- 5.1** *The directors give due regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.*
- 5.2** *The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.*

6 Allocation of resources

6.1 *The directors fund any provision required, be they resources or personnel.*

7 Assessment

7.1 *The teaching staff assess and monitor the pupil's progress in line with existing school practices. This is an ongoing process.*

8 Access to the curriculum

8.1 *All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:*

- *understand the relevance and purpose of learning activities;*
- *experience levels of understanding and rates of progress that bring feelings of success and achievement.*

8.2 *Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.*

8.3 *Staff use Access Plans and Bsquared to employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.*

9 Pupil participation

9.1 *In our school we encourage pupil's to take responsibility for their actions and to make decisions. This is part of the culture of our school and relates to pupils of all ages. We also recognise the importance of pupils developing social as well as educational skills.*

9.2 *Pupils are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.*

10 Monitoring and evaluation

- 10.1** *The Head teacher is involved in supporting teachers involved in drawing up Individual Education Plans for pupils. The staff hold regular meetings to review the work of the school in this area.*
- 10.2** *The Head teacher reviews this policy annually and considers any amendments in the light of the annual review findings.*

Date: April 2012

Reviewed on: April 2013

Reviewed on: April 2014

Reviewed on: April 2015

Reviewed on: March 2016

Reviewed on: January 2017