



Special Educational Needs (SEN) Policy

School Statement

At Lincolnshire Wolds Federation we aim to meet the definition of Special Educational Needs (SEN) as stated in the Code of Practice. Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in school. At any point in their school life a child may have special educational needs.

This policy ensures that curriculum planning and assessment for our students with their varied special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all students defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of students 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 student's special educational needs;
- To enable all students to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our students have a voice in this process.

Educational inclusion

Within LWF we aim to offer excellence and choice to all our students, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that students:

- 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.

Teachers and other support staff respond to student's needs by

- Providing support for students who need help with communication, language and literacy;
- Planning to develop student's understanding through the use of all their senses and of varied experiences;
- Planning for student's full participation in learning, and in physical and practical activities;
- Helping students to manage their behaviour and to take part in learning effectively and safely;
- Understanding the difficulties faced by our students resulting from their diagnosed conditions and needs;

- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Many of the students who join us have already been in some form of education. In most cases students join us with their needs already assessed. All students are assessed when they enter our school (see Assessment Policy), 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 students.

We will record, in an Individual Learning Plan (ILP), the strategies used to support the child. The ILP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes, success criteria and the date for the plan to be reviewed. In most cases, this review will take place at least three times a year.

If the ILP review identifies that support is needed from outside services, we will consult parents prior to any support being requested. In most cases, students will be seen in school by external support services. External support services will provide information for the child's new ILP. The new strategies in the ILP will, wherever possible, be implemented within the child's normal classroom setting.

All our students have a statutory statement review three months after their arrival at the school, and yearly thereafter. This includes reports on their progress across all areas as identified on their statement of educational need.

The role of the Special Educational Needs Coordinator (Executive headteacher/Head of site) is to:

- Manage the day-to-day operation of the policy;
- Co-ordinate the provision for and manage the responses to students' special needs;
- Support and advise colleagues;
- Oversee the records of all students with special educational needs;
- Act as a link with parents;
- Act as a link with external agencies and other support agencies;
- Monitor and evaluate the special educational needs provision, and report to the governing body;
- Manage a range of resources, both human and material, to enable appropriate provision to be made for students with special educational needs;
- Contribute to the professional development of all staff.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these students. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for students with special educational needs.

Allocation of resources

The executive headteacher and head of site are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school above that provided with a standard classroom situation.

Assessment

We recognise that the identification of a child's need can be made by a number of people including

- GP, health visitor,
- Previous teacher/educator
- Parent

- The class teacher and team (along with the key stage Leader and/or assessment co-ordinator) assess and monitor the student's progress in line with existing school practices. This is an on-going process.
- The class teacher/key stage leader, works closely with parents and teachers to plan an appropriate programme of support.
- The assessment of students reflects as far as possible their participation in the whole curriculum of the school. The class teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

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

Individual Learning Plans, which 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 students experience success.

We support students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw students from the classroom. There are times, though, when to maximise learning, we ask the students to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

LWF works closely with parents in the support of those students with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for students with special educational needs.

We are in regular contact with the parents of all of our students with special educational needs via home school diaries, telephone communications and newsletters. Parents are encouraged to take part in our open sessions and to visit the school when they would like to.

Pupil Participation

In our school we encourage students to take responsibility and to make decisions. This is part of the culture of our school and relates particularly to the election of the school council and their involvement in the school decision making.

Students are involved at an appropriate level in setting targets in their ILPs and in reviews. Students are encouraged to make judgements about their own performance against their ILP targets through regular target reviews in lesson time and commented upon in home school book. We recognise success here as we do in any other aspect of school life.

Review of students

The executive headteacher/head of site monitors the movement of students within the SEN system in school. The head of site provides the executive headteacher with regular summaries of the impact of the policy on the practice of the school.

The middle leadership team/head of site are involved in supporting teachers involved in drawing up Individual Learning Plans for students. The senior/middle Leaders and the executive headteacher hold regular meetings to review the work of the school in this area.

Monitoring and review

Lea Mason (Executive Head) is responsible for monitoring and reviewing this policy. It is due for review in February 2014

Approval

This policy was agreed by the Board of Governors on: September 2012

Signed:

Chair of Governors

Date: