

WESTBURYWOODLANDS FEDERATION

SEN POLICY

Legal Status: Statutory

Adopted

Aims of the policy

- To ensure that all pupils within The Federation, whatever their special educational needs, receive appropriate educational provision.
- To ensure that all pupils within The Federation are not discriminated against on the grounds of educational needs.
- To ensure accessibility of provision for all pupils, staff, other members of the Federation community and visitors.
- Each site is fully wheelchair accessible.

Version Date November 2011

Next Review November 2012

Responsible SMT

The Federation promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Priory School will promote a culture of awareness, tolerance and inclusion. We at Priory School believe that each pupil has individual and unique needs and plan accordingly for all pupils to achieve their full potential. Priory School aims to provide all pupils with strategies for dealing with their needs in a supportive environment. Priory School believes all students should have meaningful access to the National Curriculum.

The Special Educational Needs Policy will embrace, in accordance with the DDA, the principles of the DfE Every Child Matters agenda, Equal Opportunities Policy, Curriculum & Assessment Policy, Teaching and Learning Policy and Race Equality Policy.

Provision for children with special educational needs is a matter for the school as a whole. A significant proportion of pupils will have special educational needs (SEN) at some time in their school careers. Some pupils require more support than others - some throughout their whole time in school and others for short periods to help them overcome more temporary needs. If all pupils are to achieve their full potential, we must recognise this and plan accordingly.

The Westbury Woodland Federation aims to

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision
- through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates
- coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as
- appropriate
- identify, assess, record and regularly review pupil's progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development

It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Executive Headteacher, in co-operation with the governing body, has a legal responsibility for determining the policy and provision for pupils with SEN, and has responsibility for:

- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and evaluated and reported to governors
- the management of all aspects of the school's work, including provision for pupils with SEN.
- keeping the governing body informed about SEN issues working closely with all staff within the Federation.

The Learning Manager for Inclusion and Learning Co-ordinator for Learning and Learning Co-ordinator for Behaviour are responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for pupils with SEN
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and
- advising on appropriate resources and materials for use with SEN and on the effective use of materials and
- personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used
- and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class
- teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school
- assessment information, eg class-based assessment/records, end of year QCA test and SATs
- contributing to the in-service training of staff
- managing teaching assistants
- liaising with the SENCOs in primary schools to help provide a smooth transition to Priory School
- taking part in LEA SEN moderation.

Teaching Staff are responsible for:

- including pupils with SEN in the classroom and for providing an appropriately differentiated curriculum.
- They can draw on the Learning Manager for Inclusion, Learning Co-ordinator for Learning and Learning
- Co-ordinator for Behaviour for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting
- pupils with SEN
- giving feedback to parents of pupils with SEN.

Teaching Assistants should

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- give feedback to teachers about pupils' responses to tasks

The Governors, in co-operation with the headteacher, have a legal responsibility for determining the policy and provision for pupils with SEN. It must ensure that:

- a governor is nominated to take particular interest in this aspect of the school
- appropriate provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and
- compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEN Code of Practice (2001)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the schools' work for pupils with
- SEN
- they, and the school as a whole, are involved in the development and monitoring of this policy
- SEN provision is an integral part of the school strategic plan
- the quality of SEN provision is regularly monitored.

The success of the school's SEN policy and provision is evaluated through :

- monitoring of classroom practice by the Learning Manager for Inclusion, Learning Co-ordinator for
- Learning and Learning Co-ordinator for Behaviour as appropriate
- analysis of pupil data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- school self-evaluation
- the school SEN review
- the school strategic plan, which is used for monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements