



OPPORTUNITY WITH DIGNITY

Breakspeare School

SEN Policy

Governors' Resources Committee
27th March 2017

Due to review 2020

Michael Wheeler
Chair of Governors

Merja Paakkonen
Headteacher



SEN POLICY

Purpose

To ensure that all pupils at Breakspeare School, receive appropriate educational provision. To ensure that all pupils at Breakspeare School are not discriminated against on the grounds of educational needs. To ensure accessibility of provision for all pupils, staff, other members of the school community and visitors. The school is fully wheelchair accessible.

Principles

We at Breakspeare School believe that each pupil has individual and unique needs and plan accordingly for all pupils to achieve their full potential. The Governors and staff are committed to ensuring that every pupil admitted to the school will receive the best possible education to enable them to meet their full potential whilst keeping pupils safe and ensuring their wellbeing. Breakspeare School 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. Breakspeare School will promote a culture of awareness, tolerance and inclusion. Breakspeare School aims to provide all pupils with strategies for dealing with their needs in a supportive environment. Breakspeare School believes all students should have meaningful access to the National Curriculum. The Special Educational Needs Policy will embrace, the principles of the Equality Policy, Curriculum & Assessment Policy and Teaching and Learning Policy.

Our aims are to;

- Assess and identify individual learning needs at an early stage to formulate the basis of an Individual Education Programme (IEP).
- Make our teaching stimulating, focused and challenging, taking account of the age, gender disability, interest, experiences and identified learning needs of our pupils.
- Rigorously maintain equality of opportunity for all our pupils with regard to individual needs, gender, race, creed and class.
- Promote ideas of citizenship through fostering respect and dignity amongst all members of the school community.
- Work in partnership with parents in the education of their children.
- Allocate staffing and resources to meet the differing individual needs.
- Collaborate with other professionals to provide a multi-disciplinary approach in addressing our pupil's needs.
- Encourage our pupils to participate in the planning, recording and evaluation of their learning programme, thus taking a degree of responsibility for their own education.
- Monitor and evaluate pupil progress in the light of Individual Education Plans and refine and build upon them.
- Require every member of staff to understand that they have a part to play in the education of all pupils in our school.
- Differentiate the curriculum appropriately including the National Curriculum.
- Provide guidance and support for all staff.
- Ensure that the staff become more aware of their responsibilities for the education of all pupils in the light of a whole school policy for Special Educational Needs.

Detail

Provision for children with special educational needs is a metier for the school as a whole. If all pupils are to achieve their full potential, we must recognise this and plan accordingly.

Breakspeare School 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 opportunities to take part in all aspects of the school's provision
- identify, assess, record and regularly review pupil's progress and needs
- work in partnership with parents when planning their child's teaching and learning

All our pupils have Special Educational Needs as defined in the 1993 Education Act.

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which either prevents or hinders the child from making use of the facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority.
- c) Is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

We further acknowledge that they may have additional needs due to one or more of the following impairments:

- hearing
- visual
- physical
- emotional and behavioural
- specific learning difficulties (for example ASD)
- communication
- medical (this would include pupils with epilepsy, degenerative and respiratory conditions)

Roles and Responsibilities

It is each teacher's responsibility to provide high quality provision for pupils in his/her class. All staff are responsible for helping to meet an individual's special educational needs.

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

- ensuring the implementation of this policy
- monitoring and evaluating and reporting this policy impact and management aspects of the school work to governors

Senior management team of the school (SLT) is responsible for:

- overseeing the day-to-day operation on of this policy
- co-ordinating the provision for pupils
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- 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 parent, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies
- assisting in the monitoring and evaluation of progress of pupils
- contributing to the in-service training of staff
- managing teaching assistants

Teaching Staff are responsible for:

- providing an appropriately differentiated curriculum
- making themselves aware of this policy and procedures for monitoring and supporting pupils
- giving feedback to parents of pupils

Teaching Assistants should

- be fully aware of this policy and the procedures for making provision for pupils
- give feedback to teachers about pupils' responses to teaching, learning and care

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

- a governor is nominated to take particular interest in this aspect of the school
- appropriate provision is made for all the students
- 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 provision, 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
- they, and the school as a whole, are involved in the development and monitoring of this policy
- the quality of provision is regularly monitored.

Monitoring and Evaluation

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

- monitoring of classroom practice by the SLT
- as appropriate analysis of pupil progress data
- school self-evaluation
- the school strategic plan, which is used for monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal

Monitoring arrangements for the effective implementation of the policy will be planned, implemented and evaluated through a scrutiny meeting between head teacher, SLT and governors.