



THE BARCLAY SCHOOL

SEN POLICY

Governor committee:	Full Governors	June 2015
Updated by:	Charley Crowe	June 2015
Policy due for review:	Full Governors	June 2017



THE BARCLAY SCHOOL

SEN Policy

Purpose

This school believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge a number of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim 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 is appropriate
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Relationship to other policies

This policy fully reflects and should be read in conjunction with the School's SEN Information Report. It should also be read in conjunction with the policies on teaching and learning, the school curriculum, behaviour for learning, equality and assessment, recording and reporting.

Roles and responsibilities of Headteacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. 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 governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and



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has appointed a representative governor (the SEN Governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- 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 the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary 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 & 2014)
- 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 school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs co-ordinator** (Charley Crowe) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN and provide Learning Plan's where there is an identified area of need
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN
- liaising closely with parents of pupils with SEN, so that they are aware of the interventions, support and 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, teachers and parents



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- maintaining the school's SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information
- contributing to the in-service training of staff
- managing learning support staff
- liaising with the SENCOs in primary schools to help provide a smooth transition from one school to the other

Subject teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the Learning Plans and Guidance meetings for advice on assessment and strategies to support inclusion
- Ensure they are aware are embedding the Learning Plans for individuals in their day to day practice and using Guidance meetings to gain further support and advice
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN and contacting the AEN team about any concerns or guidance required
- giving feedback to parents of pupils with SEN through parents meetings and reply to Round Robins as requested

All teachers are teachers of students with special educational needs.

Educational support staff should:

- be fully aware of this policy and the school SEN Information Report; and the procedures for identifying, assessing and making provision for pupils with SEN
- Guide teachers on strategies and differentiation to support pupils and give feedback to teachers about pupils' responses to tasks and strategies.
- encourage and motivate students in lessons.
- build and develop a professional/supportive relationship with SEN students.
- support with access arrangements.
- help students with physical impairments in physical activities.
- assist teachers with lesson plans and differentiation.
- promote inclusion.
- ensure that all teachers in the school know the particular needs of SEN students and are directing them to Learning Plans for individuals and/or coordinating guidance meetings.
- support students on a 1:1 or small groups in AEN Department
- To work in partnership with Subject Teachers, Pastoral Support Leaders, Heads of Year and other key staff in school to enable appropriate support for all students



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Heads of Year/Pastoral Support Team staff are responsible for:

- making themselves aware of this policy, the SEN Information Report and individual Students Learning Plans.
- following procedures for identification, monitoring and supporting pupils with SEN
- ensuring the SENCo is informed of any additional support/provision that is put in place
- helping staff and parents to identify pupils with SEN and discuss any concerns with the AEN team
- Ensure cohesive working with the AEN department so that AEN staff are fully involved and informed of pastoral needs.

The admission arrangements for students with AEN.

The school adheres to the County admission policy. The SENCo liaises with primary schools, parents and outside agencies to ensure arrangements are made to ensure Additional Educational Needs are met.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's Key Stage Champion in the first instance. Anyone who feels unable to talk to the Key Stage Champion, or is not satisfied with the teacher's comments, should ask to speak to the AHT:SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- the school development plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce Learning Plans, and targets, revise provision and celebrate success.