

NEDSC SEN and Disability Policy

We believe that...

'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them'.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- for children under two, educational provision of any kind.' (Education Act 1996)

We wish to work closely with the pupils and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school. We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- medical conditions

Aims and Objectives

We aim:

- To identify pupils with special educational needs as early as possible and that their needs are met
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, the management committee, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.

Procedure Role of the Management Committee

The Management Committee has:

instructed the Heads of Centres to ensure all school personnel and visitors to the school are aware of and comply with this policy;

- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- responsibility for ensuring policies are made available to parents;
- report back to the Management Committee;

Role of the Head of Centre

The Head will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENCO and the teaching and support staff;
- keep the Management Committee informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when special educational needs provision has been made for their child
 - monitor the effectiveness of this policy;
- report to the Management Committee on this policy

Role of the Special Needs Co-ordinator (SENCO)

The SENCO will:

- work with the Head of Centre, if different, to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;

Role of Class Teachers

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- deliver the individual programme for each special educational needs pupil if applicable
comply with all aspects of this policy
- undertake appropriate training;

Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils.

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- devising their IEP;
- setting learning targets;
- the annual review

Admissions

- Not all pupils attending NEDSC will have a Statement of SEN /EHCP

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or LSAs

Identification, Assessment and Level of Intervention Early Identification:

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs. We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

Assessment:

It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage.

Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs. The school has also established a procedure for on-going diagnostic assessments and tests.

A Statement of Special Educational Need will:

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs

- identify the type of school which the Local Authority believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school

The Annual Review will:

- review the provision made for the pupil
- consider ending, continuing or amending the existing Statement
- set new targets for the following year

Partnerships

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child. Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support. We feel that the provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice

Evaluation and Review

A review of the SEN policy document is undertaken every year. The SEN policy is a working document and is kept under constant review.