



Old Buckenham High School

Special Educational Needs Policy Document

Reviewed November 2004
Sheila Leng (SENCo)

This Policy will be monitored and its success assessed by the designated Governor for SEN and the SENCO on a twice-yearly basis

Old Buckenham High School
SEN Policy

Definition

According to the Special Educational Needs Code of Practice, 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 hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special educational provision means provision which is additional to or otherwise different from, the educational provision made generally for children of their age.

Aim

To raise levels of achievement by enabling all students to:

- Access the Curriculum, the Environment and the School's written information
- Fulfil their potential
- Progress well towards their agreed targets

Objectives

To identify and assess SEN by:

- Establishing effective systems of early identification through internal and external assessment and liaison with feeder schools
- Using the graduated response as outlined in the Code of Practice

To support individual pupils' needs by:

- Establishing effective systems of communication for SEN
- Providing one to one or small group work to meet specific needs
- Providing in-class support from Teaching Assistants as appropriate
- Providing Homework Tutorials to give support with homework and coursework
- Completing an Annual Review for all pupils with a Statement of Special Educational Needs
- Completing and reviewing an IEP for some pupils on Stages S, SA and SA+ of the SEN Register
- Establishing and monitoring up to date SEN records for the school
- Liaising with the Examination Officer to apply for and put in place Access Arrangements for pupils with SEN who are taking external examinations
- Providing appropriate literacy and numeracy recovery
- Working in close partnership with providers of specialist services for students with SEN
- Informing and involving parents and pupils as appropriate

Staffing

The named person responsible is Mrs Sheila Leng who is the Special Educational Needs Coordinator. She is responsible for the organisation of special needs provision throughout the school. She is accountable to Mrs C Cox, Senior Teacher and the Governors who are kept closely informed about developments within the department.

Mr Graham Hodson, the Headteacher, has overall responsibility for Special needs and is therefore, in the terms of the Code of Practice, 'The Responsible Person'

The SEN Department consists of the Special Educational Needs Coordinator and nine Teaching Assistants. Each member of the Support Staff is attached to a subject area, taking responsibility for collecting resources, liaising with subject teachers and undertaking the majority of support in that department.

The SEN Register

Pupils are named on the register if they need provision which is additional to or different from that required by the majority of children their age. Information will be provided by feeder schools, internal and external assessment and staff referrals

Complaints

Parents are encouraged to contact the school informally about any matter, and to make an appointment to visit the school at any time.

If parents have a complaint about their child's education, they should contact the Special Educational Needs Coordinator, Form Tutor or Head of House

Matters of school policy or professional issues can be referred to the Headteacher or Deputy Head

If there are problems concerning a Statement of Special Educational Need, then the procedures set out in the Code of Practice will be followed.

Admissions

Pupils with a Statement of Special Educational Need who name Old Buckenham as their school of choice will automatically be offered a place at the school

No child will be refused admission because of a special educational need

The schools admission procedure is designed to provide for smooth transition to the school for all pupils and to ensure that any individual needs are planned for in advance of the admission date. This procedure is complementary to the transfer arrangements made for all pupils.

We value and include all pupils regardless of gender, race, culture, religion or ability

Partnership and Liaison

The SENCO will liaise with Educational Psychologists, Behaviour Support Staff, Learning Support Staff, Speech and Language Therapists, Occupational Therapists, Sensory Support Staff, Connexions Service, Feeder Schools, LAC team and Special Schools to ensure that all pupils fulfil their potential.

Procedures

This section of the Policy will be used as the criteria for success

SENCo

- Coordinate SEN information / communication
- Monitor and evaluate SEN provision across the school
- Ensure that SEN provision is accurately recorded and appropriate to each student
- Ensure that all staff are aware of their roles and responsibilities with regard to SEN
- Liaise with staff at feeder schools before, during and after transfer
- Regularly update and publish the Register
- Meet with SST and other outside agencies as appropriate
- Coordinate the twice yearly review and completion of IEPs for some students at stages S, SA and SA+ on the register
- Encourage the professional development of Support Staff
- Involve parents fully in the SEN process
- Coordinate PSPs
- Prepare information for and arrange Annual Review of Statements of Special Educational Needs

Teaching Assistants

- Liaise with Form Tutors, Subject Teachers and Heads of House as appropriate
- Monitor pupils' progress in class and update SEN files
- Disseminate information included in IEPs
- Evaluate progress with IEPs
- Work with pupils in lessons, individually or in small groups
- Inform SENCO of SEN issues
- Prepare documentation for reviews and IEPs
- Attend daily briefing
- Attend Statement Review Meetings

Form Tutors

- Liaise with SEN Department staff
- Monitor pupils on SEN Register using the IEPs
- Pass on information from parents to SENCO
- Raise SEN issues at House and Year meetings
- Contribute towards the implementation of IEPs

Heads of House

- Liaise with Tutors in the early identification of SEN
- Liaise with Teaching Assistants as appropriate
- Pass on relevant information to SENCO

Subject Teachers

- Know which students are on the SEN Register and why
- Be involved in the implementation of the IEPs
- Produce differentiated work to meet learning targets of SEN pupils
- Complete SEN monitoring sheets for reviews and PSPs
- Raise SEN issues at department meetings

Heads of Department

- Identify good practice and pass on examples to teachers and SENCO
- Identify examples of differentiated work and make available to teachers and SENCO
- Include SEN issues on department meeting agendas and give minutes to SENCO
- Ensure staff complete SEN monitoring forms
- Monitor and evaluate support strategies
- Meet with SENCO at CSG meeting

SMT

- Ensure that SEN receives appropriate staffing, funding and resources
- Support and monitor the work of the SENCO through a weekly meeting
- Work with the SENCO to identify INSET needs
- Liaise with outside agencies as appropriate
- Monitor the effectiveness of SEN provision
- Monitor issues of equal opportunities

Governors

- Identify a SEN Link Governor to consider SEN issues and attend appropriate INSET
- Be involved in the planning and monitor the implementation of the SEN Policy
- Monitor the working of the SEN Department on a regular basis
- To be involved in Policy review within four years

Parents

- Attend relevant meetings and Reviews
- Support the implementation of the IEPs
- Support and encourage their child