

# **SEN Policy**

## **(EHC Plans)**

The following partners contributed to the development of this Policy:

Students

Staff

Parents

Curriculum Management Committee

Policy completed

**Autumn 2013**

Accepted by the Management Committee:

Review Date: Autumn 2014                      - No amendments made

Review Date: Autumn 2015                      - No amendments made

Review Date: Autumn 2016                      - No amendments made

Review Date: Autumn 2017

## **SPECIAL EDUCATIONAL NEEDS POLICY (incorporating policy on disability)**

### **Defining Special Educational Need**

This policy accepts the definition of special educational needs as set out in the Revised Code of Practice 1:3 page 6.

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

Students have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means, for students of two or over, education provision which is additional to or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LEA, other than special schools, in the area.

Students will have needs and requirements which may fall into at least one or the following four areas of need;

- Speech, Language and Communication
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.

Generally, students at Jus'T'Learn will have Behaviour, Emotional and Social Development as their presenting need but Jus'T'Learn strives to identify underlying barriers to learning and work.

### **Principles**

Jus'T'Learn's Vision embraces the principles of an equality of opportunity for all and promotes an ethos which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social emotional and cultural needs.

Jus'T'Learn actively promotes a culture of awareness, tolerance and inclusion and aims to provide all students with strategies for dealing with their needs in a supportive environment.

It is our belief that each student has individual and unique needs and aims to raise aspiration and achievement for all by means of individualised learning programmes enhanced by high quality teaching

Jus'T'Learn's slogan is "**Building the pathway to your future**"

## Objective

The objectives of Jus'T'Learn's provision for students with special educational needs are:

To welcome all students into Jus'T'Learn and meet their needs in a positive manner, accepting the part that our expectations and attitudes play in affecting pupil's self esteem and in overcoming aspects of SEN.

To assess students SEN and ensure that there is careful monitoring and assessment and tracking of all students throughout their time at Jus'T'Learn.

To provide the greatest possible access to a broad, balanced and differentiated curriculum

To address the needs of identified students needs through the graduated approach as set out in the Special Educational Needs Code of Practice 2001. Most students will be at School Action Plus.

To ensure that parents, carers and students are fully participative in the process.

To involve other disciplines and agencies as appropriate.

### **We believe we will achieve these objectives by:**

Celebrating diversity and valuing all achievements through positive reinforcement, as well as regular celebrations of success which give equal status to social, emotional, cognitive and physical achievements and so enable all children to feel valued for their efforts.

Identifying students' SEN through liaison with referring schools, teacher observation and assessment, testing on entry and using standardised screening assessment tools; to identify learning and behavioural needs.

Planning individualised programmes of study including: a differentiated curriculum with opportunities for students to work in one to one or small group setting; on or off site or in partnership with other providers; differentiated lesson content and strategies to ensure access and progress in learning; suitably challenging targets monitored and tracked against predicted National Curriculum levels or predicted grades;.

Planning, implementing and reviewing individual programmes including planning and reviewing the Learning Support Plans for all students on a regular basis involving students, parents, school and other providers as much as possible so that they understand the targets that have been set and how they can achieve these targets.

Supporting and advising staff by providing them with information on students' learning needs and advice on how these needs may be met

Ensuring that the School Improvement Plan includes a special educational need development plan which reflects the training need of staff.

Seeking advice from external agencies and making appropriate referrals

### **Roles and Responsibilities**

The responsibility for determining the provision of education for students at Jus'T'Learn is The Head teacher.

Within the Management Committee there is a designated Member of The Management Committee for SEN.

Under the restructure (2013) the role of Special Educational Needs Coordinator is ascribed to the role of The Mentor:

All staff and volunteers are responsible for helping to meet an individual's special educational need and to follow Jus'T'Learn's procedures for identifying, assessing and making provision to meet those needs.

### **Students:**

All students are involved in identifying their additional/ Special Educational Needs. Their views are actively sought, listened to and given due weight in planning to meet their needs. Students' Individual Personal Development Plans (PDP) and Individual Learning Plans (ILP) detail their targets and the actions they need to take in order to achieve success. This is the very essence of The Jus'T'Learn slogan "Tuition for Today, Development Forever"

### **Parents and Carers:**

The Home School Agreement offers an important opportunity to ensure that Parents and Carers understand their rights and responsibilities. Parents and Carers are invited to attend regular reviews of their children's Individual Learning Support Plans. Parents and Carers will always be informed and agreement sought when the involvement of an external agency is suggested.

### **The Learning Mentor/Higher Level Teaching Assistant (Inclusion) is responsible for:**

- Being fully aware of the SEN policy and working with the subject teacher to plan and teach agreed programmes of work and give feedback on progress.

**The Form Tutor is responsible for:**

- Preparing, reviewing and updating The Learning Support Plan for students in their tutor group
- Liaise with the SENCO and informing all staff of The Learning Support Plan for students in their tutor group

**The Subject Teacher is responsible for:**

- The teaching and monitoring of all students in their classes and identifying and reporting any concerns regarding SEN, as soon as possible.
- Planning and delivering a differentiated curriculum for all children with SEN to ensure that students are fully included in lessons.
- Using students learning preferences and 'Learning Profiles' to inform a range of teaching strategies.
- Completing SEN documentation in accordance with the Code of Practice (2001), liaising with the SENCO, parent and student
- Seeking advice and support from the SENCO, appropriate Curriculum Leaders, external specialists and colleagues to help them match their classroom provision to the specific needs of the pupil.
- Monitoring progress within The Jus'T'Learn Assessment and Marking Policy and by keeping annotated pieces of work and/or observations when this is appropriate.
- Planning with teaching assistants to ensure quality provision for students with SEN.
- Keeping up to date with SEN information and applying recommended strategies

**The Teaching Assistant is responsible for:**

- Being fully aware of the SEN policy and procedures for identifying, assessing and making provision for students' SEN
- Giving feedback to teachers about students' responses to tasks and strategies

**The SENCO is responsible for:**

- Overseeing the day-to-day operation of Jus'T'Learn's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Managing HLTA (Support & Inclusion)
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support services, Educational Psychology Services, Health and Social Services, Parent Partnership, voluntary agencies

**The Senior Leadership Team is responsible for:**

- Overseeing the day to day management of the SEN policy in Jus'T'Learn.
- Allocating and monitoring appropriate resources for SEN from the delegated budget, together with the SENCO.
- Ensuring the effective use of the COP, especially through professional development and appropriate time allocations.
- Monitoring teachers' planning and pupil achievement.
- Reporting, each term, to The Management Committee via the Curriculum Committee on Code of Practice procedures and SEN resourcing.

**The Management Committee is responsible for:**

- Ensuring that the best possible provision is made for all students with SEN.
- Ensuring the integration of all students within The Jus'T'Learn community.
- Ensuring that the budget for SEN is allocated appropriately.

**Support for Pupils with Special Educational Needs**

Once a pupil's needs are identified, support will be provided to provide an integrated, high quality holistic approach to meeting their needs.

- Alternative/Individual timetables/programmes of support
- Full time/part time link placements/Alternative Providers
- In-class support by teacher or Teaching Assistant (TA).
- Withdrawal for individual/small group work including Speech and Language, 1:1 Counselling
- Multi-sensory methods of teaching.
- Reading, spelling, numeracy, (Individual Learning Programme)
- Behaviour Modification Programmes / Retracking / Anger Management / Social Skills.
- Homework Clubs.

Jus'T'Learn also works in close partnership with other agencies

- Catch22
- Social Services
- School Nursing Service
- Metropolitan Police Services
- Educational Welfare Officer
- Youth Offending Team
- Youth Service

### **Evaluating Success**

- The success of Jus'T'Learn's SEN Policy and provision is evaluated through:
- Monitoring of classroom practice
- Success of the identification process and pupil self-monitoring of Individual Learning Support Plans
- Feedback from parents, staff and referring schools
- School self evaluation including analysis of pupil data, test/examination results, value added data, Reintegration and post 16 placements are appropriate and successful
- Visits from the School Improvement Partner

### **Complaints Procedure**

If parents or carers have concerns about the way in which the needs of their child are being met, they should contact the Head teacher. If, after this, parents or carers are still not satisfied they should approach the Local Authority Special Educational Needs Department and would be advised to follow the Local Authority Complaints Procedure. Parents are encouraged to access advice from the Parent Partnership Scheme.