



SPECIAL EDUCATIONAL NEEDS POLICY

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POLICY STATEMENT - VISION

Seadown School seeks to meet the needs of those young people who have been identified as having such a degree of Social, Emotional, Mental Health Difficulties (SEMH; previously known as BESD), as to require specialist provision. In many cases these are complicated by additional learning difficulties and social care problems.

Our SEN policy seeks to ensure that the school fulfils its obligation, not only to deal with specific aspects of each pupil's SEMHs, but also with any additional special needs which pupils may have.

Many emotional and behavioural problems can result from the frustrations associated with other learning difficulties. We believe that educational achievement is a powerful therapy and, therefore, all progress and success is acknowledged generously. Pupils are supported wherever necessary to ensure full access to the whole school curriculum.

We aim to create a nurturing and supportive environment that enables pupils of all abilities to achieve their maximum potential and develop self-esteem, confidence and maturity.

The Special Needs Policy takes account of the DFE '**SEND code of practice: 0 to 25 years' (2014)** and the aims of the school as outlined in school documentation.

AIMS

1. We aim to create a positive, safe, caring and supportive environment that enables pupils of all abilities to achieve their maximum potential and develop self-esteem, confidence and maturity
2. Our primary aim is one of inclusion. We aim to identify and break down possible barriers to learning.
3. To create a learning environment in which pupils, many of whom have experienced educational failure and significant levels of disruption in the past, are motivated to learn and are enabled to achieve success.
4. To ensure that all pupils have access to a flexible, broad, balanced, proactive, relevant and differentiated programmes within the *framework* of the National Curriculum.
5. To enable pupils to develop the skills they need to support their own social, emotional and/or behavioural difficulties.

6. To be aware that there may also be other SEN complexities, such as Specific Learning difficulties, ADHD, Moderate Learning Difficulties, Autism, PDA, Anxiety or Speech and Language Difficulties which need to be addressed.
7. To provide a learning environment where all pupils are encouraged to maximise their potential.

MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS

Provision for pupils with special educational needs is a whole staff concern. All staff are aware, through training and review, of their responsibilities towards pupils. Positive and sensitive attitudes are embedded in the ethos of the school.

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for SEND. Such management involves keeping the Governing Body fully informed of SEND issues.

The SEND coordinator is also the Headteacher, who has the responsibility for the day to day operation of the SEND policy. The holistic and nurturing approach, at Seadown School, means that all teaching and non-teaching staff are involved in different aspects of the delivery of this provision.

ARRANGEMENTS FOR SUPPORTING SEND PROVISION

The Headteacher will:

- Coordinate the provision for pupils with special educational needs, including small group and individual pupil support.
- Oversee the written Individual Education Plans (IEPs), in cooperation with class teachers and teaching assistants.
- Monitor IEPs and ensure they have been reviewed them every term, in cooperation with the pupil, parents, class teacher and teaching assistants.
- Ensure that each pupil has an Annual Review of their EHCP and, where necessary, an Interim Annual Review attended by the class teacher, pupil (where appropriate), parents and appropriate professionals.
- Oversee Individual Behaviour Management Plans in cooperation with class teachers and teaching assistants.
- Monitor IBMPs and ensure they have been reviewed them every term in cooperation with the class teacher and teaching assistants.

- Ensure each pupil has got a Personal Profile file which is regularly reviewed and updated.
- Ensure each pupil has academic assessment records, which are regularly reviewed and updated.
- Liaise with and advise teachers on strategies for meeting pupil needs.
- Liaise with external agencies regarding individual pupils.
- Contribute to the training of staff.
- Liaise with other agencies, as required.

SPECIAL EDUCATIONAL NEEDS PROVISION AT SEADOWN SCHOOL

1. To teach pupils in class sizes of 6-8 pupils.
2. To provide a broad and balance curriculum in a highly motivating environment with frequent feedback and encouragement suited to the educational needs of the students. (See Teaching and Learning Policy, the Feedback and Marking Policy and the Monitoring, Evaluation and Review Policy)
3. To ensure that planning and assessing are used to address the curriculum by the provision of stimulating and differentiated work.
4. To establish pupils' literacy and numeracy abilities on entry to the school (carry out a baseline assessment), and to review targets on a termly basis. From the individual pupil assessment, teachers will timetable and plan 1:1 or small group intervention for those pupils who require additional support.
5. To involve external agencies, including; Pupil Entitlement, (Education Welfare Service), Educational Psychologists, Speech and Language Therapy, Social Services and Family Support in managing pupils' special needs through EHCP / PEP / LAC / TAF meetings etc.
6. All pupils are aware of their targets which they discuss with staff and review on a regular basis.
7. To provide additional therapies; including anger and/or social and emotional management and support, as part of a planned response to meet individual need.
8. To inform and support staff in meeting individual need by providing up to date information, baseline assessments and strategies for each pupil in school.

ALLOCATION OF RESOURCES

The provision for SEN is supported by the whole school budget and individual needs are addressed on a case by case basis.

IN-SERVICE TRAINING

In-service training in respect of SEND is delivered at whole school level and for individual members of staff according to identified CPD need.

Training, for areas of particular difficulties e.g. Dyspraxia, ADHD, Asperger's Syndrome, Dyslexia etc. is delivered where there is an identified need, in accordance with the school's Staff Appraisal Policy.

CONTACT WITH PARENTS AND CARERS

Seadown School believes in the importance of involving the pupil and their parents / carers in decision making about special educational needs provision. Every effort is made to work in partnership with parents / carers and to keep them fully involved in their child's education. Parents are invited to share their views at any meetings and in other less formal settings and communications. Staff will make regular contact with parents / carers to provide feedback on progress.

COMPLAINTS PROCEDURE

Concerns and complaints about the SEND provision should be addressed in the first instance to the Head Teacher who will respond by meeting with the parents / carers to discuss the situation. If this does not resolve the situation then the complaint should be passed to the Governing Body, in writing.

If, on pursuing complaints, parents are not satisfied with the response from the school they may wish to ask for further advice from the Local Authority. If at this point they do not agree with the school and the Local Authority's decision they have a right to appeal to the SEN tribunal.