
Special Needs Policy

INTRODUCTION

King Arthur's Community School values the abilities and achievements of all of its students, and is committed to providing the best possible environment for learning. We aim to meet the definition of Special Educational Needs as stated in the Code of Practice.

“A child has special educational needs if he or she has learning, social, behavioural, emotional, medical, physical or sensory difficulties that call for special educational provision to be made”.

SEN Code of Practice

Special Educational Provision means educational provision which is additional to or different from the educational provision made generally for children of their age in mainstream school. At any point in their life a child may have special educational needs.

AIMS

This policy aims to ensure that curriculum planning and assessment for students with SEN takes into account the nature and extent of difficulty they experience. Specifically:

- 1. To ensure that all students have an entitlement to access the full curriculum as offered to all students.**
 - 1.1 to encourage all staff to be committed to the effective teaching of all students within their groups
 - 1.2 to help staff develop an increasingly differentiated curriculum appropriate to students age and ability considering any physical, emotional and sensory disabilities
 - 1.3 to discuss with staff a range of appropriate support and strategies. These will help to remove the barriers students with SEN have to learning
 - 1.4 to provide all staff with appropriate INSET and support to assist them to deliver a curriculum via differentiation.

- 2. To involve parents, students, teachers and external agencies in the effective support of students with SEN.**
 - 2.1 to provide appropriate support where possible at the earliest opportunity
 - 2.2 to ensure parents will be fully informed about and involved in decisions made about their child
 - 2.3 to involve students in decisions about how they should be supported
 - 2.4 to actively involve staff and external agencies in developing appropriate provision for students with SEN
 - 2.5 to liaise with partner primary schools at transition time

3. To deliver a whole school approach to students with Special Educational Needs.

- 3.1 to promote equal opportunities
- 3.2 each student on 'School Action', 'School Action Plus' or with a 'Statement' will have an Individual Education Plan. Strategies for a students' progress will be recorded in an Individual Education Plan containing information on the student's background, teaching strategies, provision made, and where appropriate specific target that are in addition to their subject targets on their termly progress reports.
- 3.3 to encourage all members of the school community to become fully aware of, and involved with students with Special Educational Needs
- 3.4 to relate this policy to other relevant school policies including Anti-Bullying Policy, Child Protection and Equality Plan

4. To actively demonstrate a commitment to effective liaison between all phases of education within our catchment areas for the benefit of students with Special Education Needs.

- 4.1 to ensure easy continuity and progression for students, teachers and external agencies, as appropriate, through the School Action, and/or School Action Plus according to the Code of Practice
- 4.2 to continue the process of the identification and assessment of needs, via effective communication with our partner primary schools to ensure appropriate information and support is provided throughout transfer
- 4.3 to encourage King Arthur's Community School staff, to undertake visits, share expertise, experiences and initiatives throughout the phases, for the benefit of students with Special Educational Needs
- 4.4 to encourage King Arthur's Community School staff including support staff, to learn and benefit from initiatives and experiences throughout the Federation and Nationwide
- 4.5 to promote and share experiences and information which relate to developing the best possible practice throughout the Federation

5. To ensure King Arthur's Community School will conform to the best practice as outlined in the recent guidance of the Code of Practice.

- 5.1 to promote the maximum possible access to the full Curriculum as offered to all students
- 5.2 to provide the most effective support for all our students particularly those with Special Educational Needs
- 5.3 to target support in such a way as to minimise the disruption to the students
- 5.4 to enable students where possible, to be supported and educated alongside their peers within mainstream groups
- 5.5 to create an appropriate system for the monitoring, review and evaluation of this policy and its related practice
- 5.6 to provide Governors with the statutory annual report on Special Educational Needs

ROLES AND RESPONSIBILITIES

The role of the Governing Body is to:

- Have due regard to the Code of Practice when carrying out its duties toward all students with SEN.
- Secure a high standard of provision for SEN students.
- Identify a governor to have specific oversight of The school's provision for SEN students including deployment of fund, equipment and personnel.
- Ensure that SEN students are included, appropriately in school activities.
- Be fully involved through discussions with SEN staff in developing and subsequently reviewing SEN policy

The Role of the Leadership team is to:

- Ensure effective provision for SEN students
- Keep the Governing Body well informed about SEN within the school.
- Ensure that the school has clear and flexible strategies for working with parents/carers of SEN students, and that these strategies encourage involvement in their child's education.

The role of the SENCO is to:

- Manage the day to day operation of the policy
- Co-ordinate the provision for and manage the responses to children's special needs
- Support and advise colleagues
- Prepare and review Individual Education Plans (IEP's)/PSP's/IBP's
- Oversee the records of all students with special educational needs
- Inform parent/carers when students are placed on the SEN register
- Act as a link with the parent/carer and all support agencies
- Monitor and evaluate the special needs provision and report to the governors
- Manage the SEN budget and resources, both human and material, to enable appropriate provision to be made for students with SEN need
- Contribute to the professional development.

The role of the Teaching and Support Staff is to:

- Have regard for the Code of Practice when teaching students with SEN.
- Support the identification of SEN through assessment procedures.
- Develop IEPs for SEN students in collaboration with the Student Services Team.
- Work with SEN students to support the delivery of the individual programme set out in the IEP and support the review of IEP.
- Be involved in the development of the schools SEN policy.

The role of the Student is:

- To make every effort to use any support that is made available in a constructive way
- To talk to an adult if they are concerned about their progress.

The role of the Parent/Carer is:

- To encourage their child to achieve to their full potential
- To attend school events/meetings relating to their child.

This policy should be read in conjunction with the Gifted and Talented Policy.

Reviewed September 2011

Appendix: Links with External Agencies and Organisations. The school will make full use of expertise provided by external agencies and professionals for identification, assessment and support for SEN students at all stages.