



Special Educational Needs Policy

Status: Statutory

Purpose: To ensure the AEN and Disability Act and Code of Practice are implemented effectively across the school thereby ensuring equality of opportunity for all learners and to eliminate prejudice and discrimination against, children with special educational needs.

This school is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Definition of Special Educational Needs

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

Learners have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- 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

Learners 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 will be taught.

Special Educational provision is defined by the Code of Practice '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 LA, other than special schools, in the area'.

Aims to:

- ensure that all Learners have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure the identification of all Learners requiring AEN provision as early as possible in their school career
- ensure that AEN Learners take as full a part as possible in all school activities
- ensure that parents of AEN Learners are kept fully informed of their child's progress and attainment
- ensure that AEN Learners are involved, where practicable, in decisions affecting their future AEN provision
- provide intervention and targeted support to all Learners with AEN and to those who are recognised to be underperforming
- provide information and support to teaching staff in their delivery of a curriculum appropriate to the needs of each individual student
- advise and assist in the development of appropriate resources

The Special Needs Coordinator (SENCO) will be responsible for overseeing the day to day operation of the SEN policy and will, in collaboration with the Assistant Head for Inclusion, compile and update the AEN Register each term.

Implementation:

AEN Graduated Approach

Halton AEN services work in partnership with school to ensure early identification of children with AEN.

The types of need are defined as:

1. Communication and Interaction
2. Cognitive and learning
3. Behavioural, emotional and Social Development
4. Sensory and/or Physical

There is a graduated approach of action and intervention. Learners at this school will be identified as:

School Action

Identification is triggered by Head of Department through data analysis and lack of pupil progress even when teaching approaches are targeted at the pupil's identified area of weakness. Intervention is then required that is additional to or different from those provided as part of the school's usual differentiated curriculum.

School action Learners will receive intervention lessons with the SENCO and TA team. The programme includes lessons in Literacy, Maths, Social Skills and Speech and Language.

School Action Plus

The SENCO will consult with the Assistant Head for Inclusion and parents when requesting help from external services. When a student receives this support their status will be updated on the AEN Register.

School Action Plus Enhanced

The SENCO will gather evidence to support the application for a child who is continuing to make inadequate progress despite the use of informed intervention. These Learners are identified on the AEN register.

Stated Provision

The SENCO will gather a detailed evidence portfolio of reports, IEP's, Review records and outcomes, medical history and National Curriculum levels, to support requests for statutory assessment for those Learners who are a cause for concern. These will be preAENted to the Head Teacher. Learners at this stage will have progressed through School Action and School Action Plus.

This policy will be implemented by all staff through:

- effective planning and teaching of a differentiated curriculum that provides suitable challenges and responds to Learners' diverse learning needs
- core Subject Leadership of Higher Level Teaching Assistants (HLTA) to support individual Learners, small groups or whole classes where appropriate
- SENCO management of the Learning Support Assistant to support individual Learners or support class teachers as appropriate
- SENCO coordination of provision for Learners with special educational needs through the provision of an Individual Education Plan (IEP) that will be distributed in October and February of each academic year
- SENCO to write IEP's for children with Statements and School Action. Heads of Year to assist in the writing of IEP'S for Learners at School Action Plus
- SENCO will provide information to all staff regarding Learners with statements and Learners on School Action plus which will be issued at the start of each academic year
- liaising with parents of Learners with special educational needs and notification to parents of children added to the AEN Register
- SENCO and TA's contributing to the in-service training of staff
- SENCO liaise with external agencies including the LEA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies
- staff to be issued with AEN Register and IEP'S to inform planning and delivery of curriculum
- SEN Department advice and support via staff meetings

Relationship to other Policies:

- Equal Opportunities
- Behaviour for learning
- Teaching and Learning
- Assessment Recording and Reporting

Monitoring and Evaluation:

- Provision for AEN will be monitored by all subject leaders and concerns reported to the SENCO.
- The SENCO will monitor progress of the Learners on the Register by using school data.
- Learners with a Statement or Enhanced Provision will attend Statutory Review meetings to assess appropriateness of provision.
- Intervention groups at School Action will be monitored by the use of Baseline and Summative Assessments in:
 1. Reading
 2. Boxall Profiles for the Social Skills group
 3. Speech and Language Attainment levels
 4. National Curriculum Levels
 5. Assessments by Halton specialist services, Speech and Language, Educational Psychologist, Autistic Spectrum Disorder specialist teachers
 6. Attendance
 7. Behaviour reports
- Governors will receive an annual report on the progress of AEN Learners.

Policy written by: Janet Lea

Date adopted by Governing Body: March 2010

Date for review: March 2011