

SEN POLICY



Context

Our approach to Special Needs Education is based on our vision and values:

- We are a learning community where everyone has a valuable and unique contribution. We work hard to ensure that our SEN students are able to contribute to all aspects of school life, to ensure they are included in all curricular and extra curricular activities, and that any possible barriers to participation are removed;
- We work with parents and governors to provide a safe and disciplined environment in which to work;
- We respect one another and our environment. We respond to students' diverse needs;
- We work together to achieve the best we can for our students and our community. We have a commitment to equal opportunities;
- We recognise achievement. We have high expectations of our SEN students. We set challenging learning targets and work to remove barriers students may have in reaching these targets;
- We speak to each other with respect.

The framework for Ratton's Special Educational Needs Policy is provided by:

- The United Nations convention on the Rights of the Child (Salamanca Statement);
- The Children Act 1989;
- The 1994 Special Educational Needs Code of Practice (*revised January 2002*);
- The Disability Discrimination Act 1995;
- The Education Act 1996;
- Key DfEE regulations and circulars on the organisation of special educational needs;
- The Green Paper "Excellence for All" 1997 and the DfEE Programme of Action 1998;
- The School Standards and Framework Act 1998;
- The Human Rights Act 1998;
- The SEN Code of Practice (Draft) 2000;
- The 'Quality Protects' Management Action Plan;
- The SEN and Disability Act 2001.

Status	Statutory/Non Statutory
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Purpose

The purpose of this policy is to provide a means where we:

- Raise attainment for all, including children with special educational needs;
 - Ensure that all children find learning a positive experience;
 - Celebrate success, recognising that all individuals learn differently and at different rates;
 - Develop expertise through identifying and disseminating good practice;
 - Promote inclusive education by supporting schools to extend their ability to include most children in mainstream settings where possible and supporting teachers in extending their teaching approaches to suit different learning styles;
 - Maximise effective use of resources by -
 - encourage continuous high quality professional development of teachers and support staff working with children with special educational needs;
 - establish supportive networks by making links and positive partnerships with parents/carers and other agencies whose contribution is key to the successful development of good practice, and thereby the progress of children with special educational needs.
 - Seek regular feedback on the delivery of the Policy from parents/carers, young people, and staff in order to improve support for children with special educational needs and to ensure that resources are appropriately targeted and represent best value for the school.
 - Maintain effective liaison between Ratton and Further Education institutions in order to ensure a continuum of provision from pre-school to post 16.
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Consultation	Student Council Learning Managers Governors Student Welfare Parents' Group SEN Department
Relationship to other policies	Learning and Teaching Assessment, Recording and Reporting Planning Equal Opportunities Gifted and Talented Curriculum Policy Statement Race Equality
Relationship to standard operating procedures	

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Establish this policy • Monitor and review the effectiveness of this policy
Headteacher	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Consult on this policy
Assistant Headteacher Inclusion	<ul style="list-style-type: none"> • Take a lead in establishing strategies used to intervene effectively with SEN students • Monitor the effectiveness of strategies used in supporting SEN Students • Ensure that Progress of SEN students is effectively tracked • Work with SENCO to ensure staffing fulfils needs
SENCO	<ul style="list-style-type: none"> • Ensure records are up to date • Call annual reviews as appropriate • Ensure adequate provision is made for SEN students, and that this provision is reviewed regularly and amended when necessary • Deploy Teaching Assistants in order to meet needs and legal requirements
Teaching Assistants	<ul style="list-style-type: none"> • Support SEN students to overcome barriers to learning either by supporting in classrooms or by withdrawing for more intensive work • Help produce information for parents
Teachers	<ul style="list-style-type: none"> • Be aware of students' special needs • Plan activities that enable students to achieve • Differentiate work appropriately • Plan the work of any Teaching Assistant likely to work with students • Communicate with Teaching Assistants

Arrangements for Monitoring and Evaluation

- Core Leadership will monitor the effectiveness of this policy by reference to appropriate data provided by Inclusion Manager
- Learning Leaders will monitor the achievement data of these students, highlighting those in need of additional support
- SENCO will monitor the day to day work of the Teaching Assistants
- Curriculum Leaders will monitor the effectiveness of their staff in getting SEN students to achieve

Date established by Governing body:	February 2009
Date for full implementation:	February 2009
Date of review:	February 2011