



SEN POLICY

Basic Information about SEN Provision

Principles and objectives:

- The School has regard to the definition of SEN stated in the “SEN Code of Practice”, 1:3
“Children have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them.”

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.

Children 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 means:

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 LEA, other than special schools, in the area.

The Marches School and Technology College will:

- Endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.
- Work closely with all parents to listen to their views so as to build on children’s previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Involve parent/carer in support which is vital to the success of the education of the children and especially those with SEN.
- Have the belief that all practitioners are teachers of children/pupils with SEN and differentiate according to the needs of the children in their care.

- Monitor the progress of all children/pupils as an ongoing process which enables early identification of any children who may require additional or different provision to be made.
- Maintain a belief in equal opportunities and try to meet the physical, emotional and intellectual needs of all of our children. This policy should therefore be read alongside our policy for Equal Opportunities.
- Ensure that pupils with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development and ensuring all contribute to the social and cultural activities of the school.

Management of SEN within the school:

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2000:
 1. Setting suitable learning challenges
 2. Responding to pupils' diverse learning needs
 3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

Co-ordination of SEN Provision:

- The SENCO (Special Educational Needs Co-ordinator) for our school is Mrs Irene Windows.
- The SENCO is responsible for:
 1. Overseeing the day-to-day operation of the SEN policy.
 2. Co-ordinating provision for children with SEN.
 3. Ensuring there is liaison with parents and other professionals in respect of children with SEN.
 4. Managing learning support assistants and the SEN team of teachers.
 5. Advising and supporting other practitioners in the school.
 6. Contributing to the CPD of the staff.
 7. Ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated.
 8. Liaising with external agencies including LEAs and educational psychology

services, health and social services, and voluntary bodies and Connexions.

- The SENCO is assisted by other members of staff in the Learning Development Centre (see Appendix 1 for details).
- The SENCO's Office Manager is responsible for administration in the department.
- All staff are responsible for children with SEN; additional practitioners include our teaching assistants (see Appendix 1 for details).
- The SENCO instigates and co-ordinates the formulation of our policy.
- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link regularly with other agencies.

Role of the Governing Body:

- The Governor with responsibility for SEN is Marion Braddock.
- The Governing body should:
 1. Ensure that provision is made for pupils who have SEN.
 2. Ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
 3. Ensure that teachers are aware of the importance of identifying and providing for those children with SEN.
 4. Consult the LEA and the Governing Bodies of other schools when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
 5. Ensure that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEN provision, their learning needs requirement and the efficient education of the pupils with whom they are educated and the efficient use of resources.
 6. Report to parents on the implementation of the school's policy for pupils with SEN.
 7. Have regard to the Code of Practice when carrying out its duties to pupils with SEN.
 8. Ensure that parents are notified of the decision of any extra provision being made for their child.
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually and sent to parents.
- Our SEN Governor attends department meetings and is fully informed about all matters relating to the department.
- SEN provision is an integral part of the School Development Plan.

Admissions:

- Provision for children with SEN is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

- All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms:

- SEN at The Marches School and Technology College is managed by the SENCO from the Learning Development Centre (LDC). This is also the main base for MLD provision.
- The Marches School and Technology College is able to offer expertise in special exam arrangements as Linda Arthan is a qualified Special Exam Arrangements Officer, having obtained the OCR Diploma in SPLD (Dyslexia).
- Some pupils are taught in small groups within the LDC, these include pupils who require SEN teaching specialisms to raise their basic skills in literacy and numeracy. It is a principal aim that by raising their levels that they will be able to join the main school groups when and wherever possible.
- Withdrawal sessions are arranged for pupils who require additional focussed learning e.g. SPLD.
- There is a Learning Resource Classroom with six networked computers for use by all pupils in the school.
- Two of our classrooms are equipped with interactive whiteboards.
- Access is suitable for the disabled throughout the site apart from the areas which have stairs. There are two disabled toilets. We are able to obtain adapted furniture for disabled pupils. Mr David O'Toole (Assistant Headteacher) is responsible for provision of disabled access throughout the school.

Identification, Assessment and Review

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- We have developed a library/resource base of books, equipment and materials available for children with SEN. Various technological aids are available.
- The LDC secured an additional £9000.00 in 2002/03 from the National Lottery, Oswestry Round Table and other generous sources.
- At present there are 50 pupils with statements in our school. They are supported in a number of ways. This could be by withdrawal lessons for SPLD, in-class support in mainstream classes or placement in small LDC groups.

Identification and Assessment:

- The Marches School and Technology College is committed to the early identification and intervention of children who may have SEN.

- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- If further assessment is required we use the LEA assessment pack to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LEA policy.
- School Action – If a teacher identifies a child who may have SEN it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed appropriately.
- Further advice and professional support is sought and implemented and as is considered necessary for the individual needs of the children.
- School Action Plus – If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers.
- The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, a statement of special educational needs may be issued by the LEA.

Review:

- The SEN policy is subject to a regular cycle of monitoring evaluation and review.
- The SEN policy should also be read alongside the behaviour management policy and equal opportunities policies as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes, the next school and further educational establishments.

Curriculum Entitlement:

- All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations, baseline assessment, level descriptions in the National Curriculum at the end of the key stage, standardised tests.
- All information gained is used to support planning in order to aid progress.

Inclusion:

- The Marches School and Technology College strives to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation Procedures:

- The management group/governing body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- SEN is part of our school self-evaluation arrangements and is a priority in the School Development Plan.
- Specific procedures in school include:
 1. Departmental Review.
 2. Lesson observation.
 3. Investors in People programme.
 4. Book and homework review.
 5. Pupil planner review.
 6. Staff planner review.
 7. Subject dept reviews with SEN provision specifically examined.
 8. Annual reviews for statemented pupils.
 9. Target setting reviews.
 10. Monitoring of in-class support provision.
 11. Review of all pupils on school action and school action plus.

Procedures for Concerns:

- The Marches School and Technology College endeavours to do our best for all children but if there are any concerns we encourage those concerned to approach, in the first instance, the SENCO, from whom a response will be given as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Staffing Policies and Partnership with External Agencies

Professional Development for Staff:

- All LDC teachers and teaching assistants are encouraged to attend courses.
- We have regular staff meetings when SEN issues are discussed, ensuring that staff are kept up-to-date with information and legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate.

- An SEN Library is available for all staff to access information.
- The SENCO issues information and guidance about specific learning conditions to all staff.

Support Services Available:

- The Marches School and Technology College is able to help parents/carers and pupils by contacting the following services: LEA, Educational Psychologist, various voluntary organisations, Health/Social Services, school counsellor, family support worker, youth worker, EWO.

Links with other Agencies:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN.

Partnerships with Parents:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in pupil planners.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Pupil Participation:

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible in all the decision making processes by:
 1. Setting targets (which are part of the whole school assessment plan) and recording them in pupil planners.
 2. Contributing to their IEPs with individual consultation with a member of staff.
 3. Discussing option choices.
 4. Discussing their needs and problems.
 5. Annual review.

Transfer Arrangements:

- We visit feeder primary schools and attend Annual Review Meetings for Year 6 pupils.
- We attend primary liaison meetings.
- We obtain IEP and school records for future planning.
- Connexions service representative attends annual reviews for older pupils.
- We have regular contact with local colleges.
- Staff often accompany pupils on visits and open days at local colleges.
- Staff liaise with colleges about suitable provision for SEN pupils.

Terminology	SEN = Special Educational Needs
	EBD = Emotional & Behavioural Difficulties
	IEP = Individual Education Plan
	LEA = Local Education Authority

Appendix 1 – The Marches School and Technology SEN Policy

SEN Staff:

Name	Role/Responsibilities
Mrs Irene Windows	SENCO
Mr Jason Weaver	Assistant SENCO
Mrs Rachel Hills (P/T)	In Class Support/Teaching Assistants
Mr Peter Leech	Budget and Fundraising
Mr Alan Fitzgerald	EBD
Miss Kim Dalton	SPLD
Miss Linda Arthan	Dyslexia specialist/special exams officer

Teaching Assistants:

Mrs Barbara Mainwaring	Office Manager
Mrs Sarah Evans	
Mrs Marian Fitzgerald	
Mrs Paula Jones	
Mrs Sue Jones	
Mrs Louise Kennett	
Mrs Angela Lewsey	
Mrs Beverley Martayn	
Mrs Lesley Robinson	
Mrs Mandy Rowe	
Miss Lydia Smith	

JG/HCB
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