

The Birches School Special Educational Needs (SEN) Policy



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Special Educational Needs (SEN) Policy

ETHOS

The Birches Specialist Support School provides a positive environment where effort and achievement are rewarded, and pupils' gains are fully recognised and acknowledged. It aims to foster a happy, calm and safe environment where all pupils receive a high standard of education which will equip them to progress in the world with confidence and with a sense of belonging to the society in which they live. We strive to foster self-esteem and respect for each other, regardless of need and to accept and celebrate individual personalities.

STATEMENT OF INTENT

RATIONALE

The Birches School is committed to ensuring that the necessary provision is made for every pupil in the school. The School is passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people with a learning difficulty, disability, disadvantage or special educational needs. All staff have due regard to general duties to promote disability equality.

The SEND Code of Practice 2014 (updated Jan 2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood

The Birches School believes that all children with a Special Educational Need (SEN) should be supported in every way to reach their full potential. To do this they must first have their needs recognized and assessed, with appropriate and timely intervention then put in place.

The Birches School strives to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to assessment and learning
- Deliver holistic progress both personally and academically

OBJECTIVES

Provision for students with SEN is a whole school matter. In line with the Code of Practice school will:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN gets the support they need.
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every student whatever their starting point.
- Provide for the individual needs of all students with SEN and ensure they progress in education in order to maximize their achievement and reach their full potential.
- Ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed.

Policy Draft: 3rd November 2016.

- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their son/daughter's education.

ROLE AND RESPONSIBILITIES

The overall responsibility for SEN in the school lies with the Headteacher. Even where this is delegated they must be informed of children's SEN and the arrangements that are being made to meet them.

The headteacher will also be involved, with governors, in determining appropriate staffing and funding arrangements, advising and informing governors on SEN issues, and ensuring that the school meets its SEN responsibilities.

The designated teacher responsible for the coordinating of SEN provision i.e. SENDCO is the headteacher or in his absence another member of the Senior Leadership Team.

EDUCATIONAL INCLUSION

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

CONTEXT

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action school needs to take to support pupils effectively. However we always treat all pupils as individuals, so identification of need is not to fit students into specific categories.

IMPLEMENTATION OF THE POLICY:

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Preparing a School Improvement Plan that meets our long-term vision to develop the school in order to successfully meet the needs of all our pupils with SEN.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils into the school, and beyond.

Policy Draft: 3rd November 2016.

- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of all learners.
- To promote inclusion with our mainstream peers, as far as is reasonably practical.
- The quality of teaching and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning in the school.
- Regular monitoring of the progress and development of all pupils throughout school.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors, are up-to-date and knowledgeable about the Schools' SEN provision and understand and follow our school ethos to do the very best for learners with SEN.
- Involving the full Governing Body in the future development and monitoring of this policy.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

Policy Information and Review

This policy will be reviewed by the Governing Body every three years in accordance with the school's review cycle.

Policy review dates:

Date	Changes made	By whom
November 2016	Policy created	ROH / VK
November 2019	Policy review date	

Ratification by Governing Body

Academic year	Date of ratification / review	Signed on behalf of Governors
2016 - 2017	TBC	