



## Special Educational Needs Policy

### Aims and Objectives of SEN Provision

**Lead Person :** Assistant Head (14-19)  
**Governing Body Committee :** SEN

#### SECTION 1: DEFINITIONS

The aims and objectives of this policy relate directly to those of the School, the Statement of Principles adopted by the LEA and are also based on the values derived from and are guided by the requirements of the 1981 Education Act and the SEN code of practice 2001:

*If a child has significant problems (physical, emotional, psychological, medical, etc.) that hinder or prevent him / her from benefiting from the normal education provided for the majority of his / her peers (who attend main stream secondary schools) then that child has a **learning difficulty**. NB This definition of **learning difficulty** does not apply to pupils who have learning problems solely because his / her first language is different from the language in which he / she will receive his / her education. If the children needs different or additional educational provision to that generally provided for his / her peers (who attend a main stream secondary school) then that education provision is deemed '**special educational provision**'. A child who has a **learning difficulty** which requires **special educational provision** is said to have **special educational needs (SEN)**.*

#### SECTION 2: AIMS

1. To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with SEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To identify and assess pupils with SEN as early and thoroughly as is possible and necessary and to fully involve pupils, parents and staff in the identification, assessment and delivery of SEN.
4. To strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
5. To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

#### SECTION 3: OBJECTIVES

The Headmaster, Admissions Officer and SENCO / Pastoral Assistant Head monitor school annual intake to ensure that pupils with Special Educational Needs have not been refused admission or discriminated against because of their special needs.

The SENCO / Pastoral Assistant Head work closely with the senior managers of the School Curriculum and timetable to ensure that it:

- is balanced, i.e. allows for and facilitates adequate development in each curricular and skill area;

- allows for differentiation according to individual needs;
- offers equality of opportunity and access to the different curricular and skill area.

The SENCO / Pastoral Assistant Head will work with subject teachers, parents and pupils in developing Individual Education Plans (IEP) and approaches to enhancing pupil self-esteem.

The SEN staff (LSWs) will support pupils in mainstream lessons as often as is possible and maintain close liaison between subject teachers to ensure that resources are used effectively. SEN staff will ensure that subject staff are fully informed as to the special educational needs of any pupils in their charge.

The SENCO / Pastoral Assistant Head ensure that pupils' SEN are known to other schools or colleges to which they may transfer.

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his / her parents. The parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents / pupils / teachers, supported when and where appropriate by other specific professionals and agencies.

#### **SECTION 4: RESOURCES**

The guiding principle for the deployment of SEN resources is one of ensuring full access to the curriculum for pupils considering their individual needs.

The School makes every effort to achieve maximum integration of pupils with SEN and their peers, while meeting pupils' individual needs. In Year 7 pupils are taught mainly in mixed ability groups. As they progress through the School they may be placed in sets according to their ability in a specific subject area.

Teachers provide learning opportunities for all children within these different learning environments and provide materials appropriate to pupils' interest and abilities. This ensures that all pupils (including those with SEN) have a full access to the National Curriculum.

#### **Ancillary Teachers**

Staffing will depend on the additional hours provided by the LEA for pupils with SEN statements. Money is allocated for books and equipment for these pupils.

Advice from expert agencies outside the school (e.g. CIRCLE) is sought regarding texts and resources in general.

#### **SECTION 5: EQUAL OPPORTUNITIES**

Crypt aims to provide Inclusion for pupils within a broad, balanced curriculum, which does not discriminate against them because of gender, race or ethnic origin.

A consistent approach to dealing with sexist or racist incidents is used as agreed in the school policy. However, pupils with SEN statements are deemed to be 'vulnerable' and more at risk of underperformance will be closely monitored.

#### **SECTION 6: DIFFERENTIATION AND SEN**

The most important prerequisite of good differentiation is sound and accurate knowledge of the pupils. Differentiation occurs when there is planned intervention by the teacher with the intention of

maximising the achievements of pupils based on their differing individual needs. In most cases suitable strategies will be identified either on the pupils' IEP or on their Statement.

#### **SECTION 7: PARENTS (GUARDIANS, OR OTHERS IN LOCO PARENTIS)**

The education of young people is a collaborative enterprise involving teachers, parents and the pupils themselves. Parents know a great deal about their children, they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful, regular and positive communications between teachers and the parents of their pupils cannot be overstated.

Pupils may be placed on the SEN register at 'Initial Concern' for any number of reasons (information from primary schools, parent's concern, teacher's concern) and their progress will be monitored. Parents will be consulted if their child is placed on the SEN Register at 'School Action' level and their views sought when an IEP is drawn up. The measures that the school are taking will be explained to them.

Progress is reviewed regularly and parents' and pupils' views are invited and highly valued with feedback formalised to staff.

Matt Brough – Assistant Head 14-19

Last Reviewed: November 2011

Approved – Full Governors January 2012

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