



SEN/Inclusion Policy

REVIEW	SPRING 2017
HEADTEACHER	
SENIOR LEADERS	
GOVERNORS	



POLICY FOR MEETING SPECIAL NEEDS

Philosophy

The governors and staff of the school acknowledge their shared responsibility for making appropriate provision for children with special educational needs. We hope that this policy will help us to succeed with our principal aim of enabling every child to achieve his or her full potential so as to become a valued member of the school and of the wider community,

We provide a caring, supportive learning environment in which children with special needs can achieve success. We believe that there should be close consultation and partnership with the child's parents - both the school and the home working jointly to meet the child's needs.

Rationale

All pupils attending Sunningdale have special needs. The school is staffed by experienced teachers, supported by experienced Curriculum Support workers and other professionals and has a range of resources provided in order to meet the children's specific educational needs including physical and emotional. The ability range represented by the pupils is very wide and a number of pupils of all ages at the lower end of the ability range require more learning support on a regular basis than their peers. Many other pupils will require this extra support at some stages during their school careers.

It is the purpose of this policy statement to outline the school's intention towards meeting the needs of this group of children and to identify the means which these intentions are carried out.

Purposes

1. To ensure regular assessment of learning difficulties within the overall context of the child's physical and emotional strengths and needs.
2. To implement the staged process of assessment and review as outlined by the code of Practice where applicable.
3. To provide the necessary support from appropriate professionals.
4. To ensure all pupils have access to a broad & balanced curriculum which are relevant and reflect the needs of the whole child.
5. To ensure that programmes of work are integrated with the aims and objectives of other professionals.
6. To ensure the schemes of work and lesson planning reflects the need to differentiate for individual pupils.
7. To ensure that both the pupil and the parents are able to be active partners in the process of identifying and meeting needs through active involvement in school assessment review procedures.
8. To make certain that no pupil is isolated from their peers both in and out of school.

9. To ensure that meeting the child's needs is the responsibility of all school staff.
10. To ensure that where a child's special needs outside the classroom are such that time is required with other professionals over and above that normally allotted, this time is provided through negotiation within the timetable.
11. To ensure that teaching staff are aware of a child's changing medical and physical needs and the effect these may have on educational needs.
12. To secure effective resources provision to enhance the learning opportunities of all children with special educational needs at all Code of Practice stages.
13. To provide relevant SEN training for all staff.
14. To ensure pupils are involved where practicable in decisions affecting their future SEN provision.

Arrangements for co-ordinating special education provision.

1. The head teacher and deputy head teacher are responsible for:
2. Monitoring records on all children with SEN
3. Liaising with multidisciplinary colleagues and the EPS as the needs arises and with regard to assessment, progress and review.
4. Attending Annual Reviews and Single Plan meetings.
5. Meeting parents and representatives from Social Services, Health and welfare Services and other agencies.

Class Teachers are responsible for:

1. Writing Educational Advice and other reports on a child's Special Educational Needs.
2. Attending training courses for SEN and keeping up to date on specific SEN and national strategies.
3. Writing Individual Personal Learning Plans targets for each child in the group including planning teaching strategies, recording progress in meeting planned targets and sharing them with parents.
4. Regular monitoring of Individual Personal Learning Plans and liaising with the multi professional team.

The role of the Governing body:

1. Ensure that provision is of a high standard
2. Ensure they are fully involved in developing and reviewing the school's SEN policy.
3. Have regard to the code of practice when carrying out their responsibilities.

Admission Arrangements

The principles that guide our admission policy are the children will be able to benefit from the teaching and learning provision on offer and that we have the appropriate facilities or specialist teaching available to meet their needs.

The school does not prioritise on the grounds of ability.

If a child has a learning difficulty or a disability for which specialist teaching or equipment is essential, but not available within the school's resources, every effort will be prioritised to obtain if for the child so that, on admission, there is immediate access to the curriculum.

Reviews

1. The review should be chaired by the SENCO or Parent Partnership Advisor
2. The review will address the following questions:
3. What are the parents' views of the past year's progress and their aspirations for the future?
4. What are the pupil's views of the past year's progress and his or her aspirations for the future?
5. What is the school's view of the child's progress over the past year? What has been the child's progress towards meeting the overall objectives in the Statement or 'Plan'. What success has the child achieved in meeting the targets set?
6. Have there been significant changes in the child's circumstances which affect his or her development and progress?
7. Is current provision including National Curriculum or arrangements substituted for it, appropriate to the child's needs?
8. What fresh educational targets should be adopted against which child's educational progress will be assessed during the coming year and at the next review?
9. Where age appropriate, is the transition plan helping the pupil's progress?
10. Assess any inclusion arrangements
11. Is any further action required and if so, by whom?
12. Does the Statement/Plan remain appropriate?
13. Are any amendments to the Statement/Plan required or should the LA be recommended to cease to maintain it?
14. The review meeting may recommend amendments to a Statement/Plan if:
 - Significant new needs have emerged which are not recorded on the Statement/Plan.

- Significant needs which are recorded on the Statement are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools because his or her needs would be more appropriately met in a different school.

The review meeting may recommend that the LA cease to maintain the Statement/Plan. There should be no assumption that once a Statement/Plan has been made it should automatically continue. Statements should be maintained only when necessary.

What happens following a review meeting?

Following a review meeting the school must complete a summary report of the review and send it with any supporting documentation to the LA. Copies must also be sent to all those involved in the review.

The LA will circulate details of any proposed amendments to the statement/Plan.

Complaints Procedure

The school's complaints procedure is outlined in the school's policy. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to the parents if required.

Links with external agencies/organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Medical professionals
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Occupational Therapists

- Other groups or organisations

SEN Policy Review

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.