


	<b>The Brakenhale School Policy</b>	
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<b>Policy Title</b>	SEN Policy	<b>Version No</b>	3.0
<b>Status</b>	Statutory	<b>Approved</b>	

<b>Rationale</b>	The Brakenhale School values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning.
<b>Policy Statement</b>	<p>Brakenhale aims include the following:</p> <ul style="list-style-type: none"> <li>▪ To ensure that all students have access to a broad and balanced curriculum</li> <li>▪ To provide a differentiated curriculum appropriate to the individual's needs and ability.</li> <li>▪ To ensure the identification of all students requiring SEN provision as early as possible in their school career</li> <li>▪ To ensure that SEN students take as full a part as possible in all school activities</li> <li>▪ To ensure that parents of SEN students are kept fully informed of their child's progress and attainment</li> <li>▪ To ensure that SEN students are involved, where practicable, in decisions affecting their future SEN provision</li> </ul> <p>We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.</p> <p>Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working in partnership together.</p> <p>The Governing Body believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice CoP, in that '<i>All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN . Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.</i>' (CoP 1:33)</p> <p>This policy builds on our School Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEN.</p> <p>Student progress will provide evidence for the success of the SEN policy and this will be analysed carefully through consideration of each student's success in meeting IEP (Individual Education Plan) targets, use of standardised tests and evidence generated from IEP review meetings.</p>

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The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it.

At Brakenhale we have adopted a whole-school approach to SEN policy and practice. Students identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN Code of Practice 2002 makes it clear that all teachers are teachers of students with special educational needs.

All teachers are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for SEN provision.

Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in National Curriculum judged against level descriptions.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design appropriate differentiated learning programmes. For students with identified SEN records will be used to:

- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach
- On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school.

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Attendance at a specialised unit within the school LSU, full- or part-time
- Support from specialists within class or as part of a withdrawal programme

Particular care is to be taken with students whose first language is not English. The SENCO will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.

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Where teachers decide that a student's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Connexions Service/Careers Service

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students have not progressed in line with their peers.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The class teacher/ subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

The SENCO in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment or staff training

Strategies for students' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

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The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parent.

IEPs will be reviewed periodically. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve students in this process.

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the SENCO after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher/subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

Statements must be reviewed annually. The LA will inform the headteacher at the beginning of each school term of the students requiring reviews.

The SENCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy.

The Governing Body's responsibilities to students with SEN include:

- Ensuring that provision of a high standard is made for SEN students
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting Statemented students
- Ensuring that SEN students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy

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	<p>All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN students</p> <p>Brakenhale firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.</p> <p>The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.</p> <p>The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students</p> <p>The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.</p> <p>Staffing          SEN Coordinator (SENCO): Ina Chantry          SEN Governor: Adeniyi Ibranke</p>
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<b>Links to other policies</b>	Curriculum, Equal Opportunities		
<b>Staff responsible</b>	SLT	<b>Monitoring &amp; Evaluation by</b>	SLT, LA
<b>School Group Responsible</b>	SENCO	<b>Governors Committee Responsible</b>	S&SW
<b>Date approved by C&amp;SI</b>	29.09.09	<b>Review Date</b>	Annually
<b>Date approved by FGB</b>	02.11.09		