



BURSCOUGH PRIORY SCIENCE COLLEGE



SPECIAL EDUCATIONAL NEEDS POLICY

RATIONALE

All members of staff are committed to the principles and practices of social inclusion of students with special educational needs or with disabilities, on strong educational, social and moral grounds. This is an important part of building an inclusive society.

AIMS

- To enable students with special educational needs to participate fully in the life of the school.
- To provide a curriculum of learning experiences which are relevant, suitably differentiated and which lead to the highest possible level of achievement of students with special educational needs as measured against personal, peer and national targets.
- To provide appropriate learning and social support within the school.

OBJECTIVES

- To raise levels of attainment of students with special educational needs in all subject areas.
- To ensure departments recognise that students have different learning needs and so employ a variety of teaching methods, differentiated materials.
- To provide additional support in the form of a combination of:
 - TA in class support to assist in the delivery of strategies to promote curriculum access
 - A rolling programme of withdrawal to help students develop basic literacy and numeracy skills.

PROCEDURES

1. Heads of Departments and Years have a responsibility for early identification of students' special educational needs and for informing the Student Support Team to facilitate early intervention.
2. Class teachers are expected, in line with the SEN Code of Practice, to be familiar with the current SEN Register of identified students and the agreed programmes or strategies for each student and to liaise with the ECM team to meet these needs. They need to monitor the progress of individuals and refer concerns about individual students to the Assistant Headteacher: ECM, SENCO and Emotional and Behaviour Specialist.
3. TAs are expected to work with individuals or small groups of students as agreed with the class teacher.
4. The SENCO has responsibility to:
 - Identify, access and monitor the individual needs of any students who have a disability which prevents them making use of the usual educational facilities.
 - Conduct an annual review and liaise with the LA and the Student Support Service to meet the needs of those students with statements.
 - Identify, assess, monitor and provide for the individual learning needs of any students in need of additional learning support within the school.
 - Maintain a register of students detailing the agreed advice and strategies and to disseminate relevant information to all teaching staff.
 - Initiate and implement the relevant stages of the assessment and recording process.
 - Develop and monitor individual education programmes through the Head of Department and subject teachers, who will be responsible for delivery of the IEP, with support staff.
 - Review progress on a regular basis with the Student Support Team.
 - Request special provision for external exams and co-ordinate approved special provisions.
 - Liaise with and involve parents in the provision of support and the review process.
 - After consultation with the AHTs: ECM and Year Teams, undertake contact with primary schools to determine the needs of students.
 - To provide guidance to all Heads of Department in developing curriculum access for students with special needs.

- To liaise with outside agencies.

CONCLUSION

The AHT: ECM and SENCO will periodically report to the SLT and School Governors with regard to all aspects of the SEN policy and its implementation and development. The SEN Policy will be reviewed annually.

January 2011