

Statement

Chaigeley is responsible for ensuring it adheres to the SEN & Disability Code of Practice 0-25 years, September 2014. Chaigeley believes all children have a right to achieve their individual potential, while enjoying a broad and balanced curriculum, and is a fundamental principle of Chaigeley School. The school will promote high standards and ensure efficient delivery of the curriculum by all staff, to all children, within a climate of support, care and sensitivity. All children will have a Statement of Special Educational Needs (SEN) or Education Health and Care Plan (EHCP) relating to Social, Emotional and Mental Health (SEMH). Many of our children present with Complex Learning Difficulties often linked with a diagnosed condition such as Autistic Spectrum Disorder (ASD)

Aims

Chaigeley School will:-

- Set appropriate staffing and funding arrangements to meet the special educational needs of the children and ensure that children receive their full entitlement to resources and provision, regardless of gender, race, creed or individual needs.
- Promote Mental Health and Emotional Wellbeing
- Provide opportunities for all staff to develop and extend their professional expertise in meeting the needs of children and consequently enhance the quality of education, support and care.
- Ensure that the necessary provision is made and positively seek advice and support from other external agencies and professionals in order to guarantee provision is suitable, adequate and effective.
- Encourage parents/carers to be actively involved in their child's education and care by welcoming their presence in school, contribution and opinions in matters pertaining to their child's special educational needs.
- To make our admission procedures relevant to the individual by encouraging good systems of communication, co-operation and involvement of local authorities, external agencies, children, parents/carers, previous schools and educational provisions
- Monitor the progress and the effectiveness of intervention programmes/strategies and targets.
- Ensure effective and efficient systems of reviews so that the special educational needs of all children are provided for and subsequently evaluated.
- Provide learning opportunities for all children through the effective and efficient delivery of a suitability differentiated curriculum that is personalised to cater for individual needs.
- Create contacts and liaise closely with colleges, the careers service, careers advice training agencies and other relevant groups to assist children and parents / carers in any decision-making process.

Actions

Chaigeley School will:-

- Regularly review resources, the curriculum, pupil groupings, teaching/learning styles and classroom and behavioural management strategies.
- Monitor child progress through teacher assessment, tests, external examinations, daily behaviour and work data, pupil support meetings, half termly pupil progress data supplied by teachers, Individual Social Outcomes Plan (ISOP'S) annual and interim statement reviews.

- Attend and participate in multi-agency/professional meetings to share information and to encourage a coordinated approach to meeting the needs of children.
- Invite parents/carers to statement reviews to assess and evaluate pupil outcomes.
- Send parents/carers curriculum reports bi-annually.
- Provide Pastoral Support and therapeutic intervention.
- Communicate with parents/carers on a regular basis regarding care and provision.
- Invite all relevant parties to be involved in admission arrangements in order to communicate relevant and pertinent information and to support the admissions process.
- Attend visits to home prior to admission if appropriate and in line with the Policy on Admission and Induction of Pupils.
- Monitor spending and Pupil Premium payments set up to meet the specific additional needs of individuals.
- Ensure continuity with pupil transitions between Key Stages and for new pupils as part of the Pupil Induction Programme.
- SENCo will monitor and be responsible for;
 - The implementation of new EHC Plans as stated in the SEN & Disability Code of Practice 0-25 years Sept 2014
 - To ensure Pupil Premium funding is used effectively, to evaluate its use in achieving positive outcomes for disadvantaged children.
 - Assessment procedures in order to identify strengths and weaknesses including baseline assessments as part of the pupil induction procedure
 - The daily implementation of the school SEN Policy
 - Liaising with and advising teaching staff and TA's on SEN matters
 - Co-ordinating the provision for children with SEN
 - Overseeing the records of all children with SEN
 - Contributing to the Continued Professional Development training of staff.
 - Liaison with parents/carers and other external agencies including the LA's, Educational Psychology service, careers advice, Health and Social Services.
 - Collaboration with Heads of Department, the literacy and numeracy co-ordinators and pastoral colleagues to ensure that learning for all children is given equal priority and that available resources are used to maximum effect.
 - Hold/attend regular meetings of relevant parties to review and monitor intervention strategies.
- All teaching and non-teaching staff are involved in the development of the school's SEN Policy and must be fully aware of the school's procedures for identifying, assessing, monitoring and making provision for children with SEN. Teachers are responsible for managing the work of TAs on a day-to-day basis.
- Focus the school on the quality of learning and teaching.
- Have a school complaints procedure in place when a complaint is made by a child or parent/carers.
- Provide children with opportunities and a sense of achievement – celebration assemblies, certificates, merits, house points and praise.
- Provide the opportunity for children to reintegrate into mainstream provision.

Evaluation of Policy

Committee

Source: Curriculum

Date Amended/Created

Date: 05.2017

Review Date:

Review: 07.2018