

WATHEN GRANGE SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

STATEMENT OF ETHOS

Pupils have Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A pupil with SEN should have his or her needs met and be offered access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

The Wathen Grange School's aim is to ensure that the culture, practice, management and deployment of resources are designed to meet all pupils' needs.

ROLES AND RESPONSIBILITIES

The **Board of Directors** will ensure that a SEN Policy is in place and undergoes periodic reviews.

The **Head of Education** will ensure that the Policy is formulated, implemented, monitored and that it is evaluated by the **Senior Leadership Team**.

The **SEN Co-ordinator (SENCO)** will ensure that the school implements, monitors and evaluates the Policy.

The **Teachers** will provide relevant information to the SENCO, be responsible for working with the pupils on a daily basis, produce and maintain Individual Education Plans for each pupil with a Statement, work closely with parents, other agencies/professionals, maintain records and produce reports as necessary.

The **Board of Directors, Head of Education** and **SENCO** will produce an annual report, to be distributed to all interested parties, outlining the provision and progress for pupils with SEN.

The **LEA** (in conjunction with the placing Authority, if different) must identify, assess and provide for pupils with SEN.

PRINCIPLES

Pupils with Statements of SEN should have annual reviews to monitor their progress and make necessary amendments and/or adjustments to the documentation. Their IEP should only record that which is additional to or different from the curriculum provision for all pupils.

The IEP should include:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success criteria

The Statement of SEN becomes a Transition Plan when the pupil is in Year 9. This review meeting is of great importance, as it plans for the pupil's remaining school years and beyond.

DEVELOPMENT OF THE POLICY

The development of this policy has been guided by the Special Educational Needs Code of Practice and The Education (Special Educational Needs) (Information) (England) Regulations 1999.

Reviewed: 24 June 2018 Mr M Finnie (Head of Inclusion)

Review: June 2019