



SEN POLICY

January 2018

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The Academy of Woodlands continues to work towards providing an educational environment which is inclusive of all the needs of the children. A child is recognised as having Special Educational Needs when they require provision that is additional to that of their peers within mainstream.

A child may be identified as having Special Needs in relation to medical, social, emotional, behavioural and/or learning difficulties, which require additional or different provision to others of the same age.

The Objectives:

To ensure the National Curriculum is accessible to all children, to enable them to reach their full potential.

The SENCO will:

- Listen to and discuss the needs of the child with parents/carers.
- Liaise and consult with the school staff and outside agencies to effectively address the child's needs and to ensure adherence to the 'Code of Practice.'
- Manage the time-table of the Special Needs Learning Support Assistants working within the Special Needs department.
- Monitor the implementation of Provision Maps (the child's learning programme) and to offer advice and suggest ways of addressing the child's needs.
- Prepare and collate information for appropriate record keeping including Education, Health and Social Care Plans (EHC Plans).
- Represent the child and staff 3 times a year at 'In School Review Meetings' (ISR).
- Advise parents of the child's level of need and stages of intervention according to the Code of Practice.
- Inform the Head Teacher of the special needs occurrences within the school.
- Maintain an up to date Profile of Need (AEN Register).

The Class Teacher will:

- Implement and monitor the Special Needs Programmes of the children in their class.
- Provide the Learning Support Assistants with programmes of work for the children.
- Ensure records are kept of the children's progress using Provision Maps
- Supply all the information requested in relation to the E.H.C plans procedure and any other formal assessment.
- Attend the Annual Review meetings for any child with an E.H.C Plan.
- Attend 'In School Review Meetings' (ISR).
- Raise and discuss any needs of new entrants to class with SENCo.

All members of staff are committed to ensure all children work to their full potential and will use this policy to support the provision.

To ensure all provision is appropriate the school runs a continuous programme of staff training. In some instances this will be at a whole staff level with individual training to allow specialist support to be available within the school. All staff have access to information regarding training.

Using a multi-disciplinary approach to teaching and learning the school liaises closely with agencies including voluntary agencies. These agencies include; Educational Psychologist, Speech and Language Therapy, Physical and Sensory Service, Autism Outreach and Magic.

This policy will ensure that all children receive the support appropriate to their needs, allowing each child to be considered on an individual basis with support related to their specific needs. Children may experience difficulties that affect their ability to learn, these may include:

- Social, emotional and mental well-being.
- Reading and Writing.
- Understanding concepts.
- Concentration.
- Numeracy.
- Speech, language and/or communication and interaction.
- Physical or sensory.

These difficulties may arise from a short term difficulty or be due to a more long term or permanent difficulty.

When deciding if a child requires support we will consider several factors, which may include, into account:

- We will listen to your concerns.
- We will consult with all relevant professionals.
- We will continually monitor progress and assess rates of progress.
- We will observe behaviours and attitudes to learning.
- We will listen to the pupil.

When a child has been identified as in need of additional support their needs will be assessed and the teacher will then be responsible for setting targets and ensuring that provision is made for the child to receive support to work towards these targets.

We value the support and opinions of all parents/carers and will work closely in partnership to deliver the optimum support for each child, closely matched to their needs. These discussions may be part of scheduled meetings (parents evening), individually arranged appointments or ad hoc meetings when appropriate.

The Head Teacher is fully conversant of the provision within the school and for this purpose he will:

- Oversee the Special Needs Staff and ensure the adherence to the Code of Practice.
- Liaise with the SENCO and staff on matters relating to special needs in the school.
- Attend/chair meetings related to Special Needs.

The Directors of Woodlands Academy play an active role monitoring the provision within the school, with a sound understanding of their roles and responsibilities to ensure that the best outcomes are achieved for all children.

The Academy of Woodlands also offers provision within the Nurture Group (Infant Support Group). These children have been assessed as requiring additional support to enable them to reach their full potential. A 'Boxall Profile' is created and used in conjunction with consultation with teaching staff and parents to determine suitability to access this provision.

The Academy of Woodlands has Otters, a special educational needs facility, for children with Educational, Health and Social Care Plans. This provision is accessed by pupils on roll at Dane Court School.

Looked after Children

In line with Medway's Policy for children looked after in the public sector, Personal Education Plan (PEP – format supplied by the Local Authority) will be initiated and completed in consultation with the school, carers and social services. It will be reviewed six monthly alongside a Looked After Child Review.

Children with Medical conditions

There is a separate policy which informs strategies and procedures for children with long and short term medical needs.

Complaints regarding SEN provision should in the first instance be addressed to the class teacher, SENCO, the Head Teacher then the Directors. After this the Local Education Authority for Medway.

A full and comprehensive document dealing with all provision within The Academy of Woodlands, for all children, can be accessed through the 'Local Offer' document.

Policy updated: January 2018

Head Teacher: _____

The Academy of Woodlands Director: _____