



ERNESFORD GRANGE COMMUNITY ACADEMY  
TOGETHER WE ACHIEVE

# SEN POLICY



### 1. Aims

Our aim is to ensure

- That all children in the Academy are encouraged, valued and accepted equally.
- That all children with Special Educational Needs have access to the curriculum to which they are entitled.
- That every teacher is an effective teacher of children with Special Educational Needs.

And

- To acknowledge the valuable contributions made by children and their parents.

### 2. Principles

We acknowledge

- Current legislation and recognise that a significant percentage of our children may have a special need related to their Academic Progress, Emotional or Behavioural Difficulties, Sensory Impairments or Physical Disabilities.
- All children with SEN should have their needs met.
- Children with SEN should be offered full access to a broad, balanced and relevant education.
- The views of children with SEN should be sought and their views taken into account.
- Parents have a vital role to play in supporting their child's education

### **3. Objectives**

Our objectives are:

- To implement Student Support in accordance with the SEN code of practice.
- To request a statutory assessment when a child demonstrates significant cause for concern.
- To identify at the earliest opportunity using agreed school criteria those children with Special Educational Needs.
- To provide a Student Support Plan (SSP) for any child requiring support, this is additional to or different from the differentiated curriculum plan.
- To consult parents, the child and external agencies where necessary to provide appropriate support.
- To review Student Support Plans with parents as appropriate.
- To monitor success of the policy by analysing any data collected.

### **4. Identification of Pupils Needs**

- Students' needs should be identified at the earliest possible stage by:
- Taking account of any reports or assessments made prior to children starting school
- Baseline assessments in Year 7 including STAR reading age
- Standard assessments
- Ongoing assessments

## **5. Responsibilities of the Governing Body**

The governors, including John Brodie, will acknowledge the requirements stated in the Code of Practice ensuring that:

- The policy for Special Educational Needs will be reviewed annually and that the annual report to parents will include information on its success
- Teachers are aware of the importance of identifying children and make proper provision using efficient and effective resources
- Where the Head Teacher or the SEN Governor has been informed by LA that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach him or her.

## **6. Responsibilities**

### **SENCO**

The SENCO will coordinate the provision of education for pupils with Special Educational Needs by:

- Monitoring the implementation of the policy
- Monitoring day-to-day procedures
- Monitoring individualised programmes
- Advising and supporting staff
- Maintaining an up to date register of identified children
- Providing information for the Head Teacher and the governors as required
- Advising on staff training needs and resourcing

## 7. Responsibility of Teachers

Teachers of children with Special Educational Needs will:

- Plan, monitor and teach an accessible curriculum
- Manage classroom support
- Deliver the Student Support Plan
- Contribute to the review process

## 8. Allocation of Resources

The Head Teacher and Governors allocate funds and resources in consultation with the Assistant Headteacher (Inclusion) and the SENCO to meet the needs of our students.

Students with special needs will have opportunity to take part in all school activities, which are appropriate to them.

## 9. Admissions procedures

- Admission for students with SEND follows the whole school admissions procedure. The Admissions Policy can be found <https://www.egacademy.org.uk/images/Documents/Policies/EG-Admissions-Policy-2019-20-V2.pdf>
- Transition arrangements for key stage 2 students are carefully planned in conjunction with feeder primary schools and the Local authority.

## 10. Complaints

Where concerns arise, parents should make an appointment to see the SENCO or the Assistant Headteacher (Inclusion). If parents wish to take a complaint further they may do so by following the Academy complaints policy

## **11. Partnership**

Staff should seek to work with parents and take account of their views.

Parents will be informed if their child is identified as having SEN.

Parents will be informed of the Parent Partnership Service.

The school maintains firm links with support services such as:

- Educational Psychology service
- CAMHS
- Speech and Language Therapy
- Sensory Support
- Academy Education Welfare Officer
- Academy Well Being Mentor
- Social Services
- School Nurse

**Date Submitted:** June 2018

**Next Review Date:** June 2019

