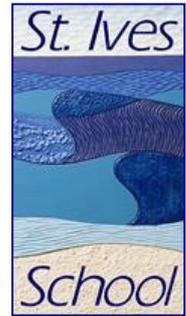




St Ives School

Special Educational Needs Policy



School Name: St Ives School

Dissemination: Website and T-Drive

Date policy approved by Governors: November 2018

Date policy becomes effective: Immediately

Review date: November 2020

Person responsible for Implementation and Monitoring: SENDCo

Links to other relevant policies: Teaching and Learning Policy, Disability Policy

It is the policy of the Governors that St Ives School is a fully inclusive school. We seek to safeguard and promote the welfare and progress of all students including those with Special Educational Needs (SEND).

Rationale

The Special Educational Needs Coordinator and SEND team at St Ives School aim to deliver a whole school approach to managing the education of students with Special Educational Needs, and assist in the provision of a broad, balanced and differentiated curriculum ensuring that all students achieve success commensurate with their ability.

This policy upholds a commitment to:

- Ensure that students with special educational needs have an entitlement to access the full curriculum as offered to all students.
- Remove barriers to learning for our students with physical, sensory, cognitive, specific, medical, cultural, emotional and behavioural difficulties.
- Maximise the inclusion of SEND students.
- Identify, monitor and support students with SEND, maintaining and regularly reviewing a comprehensive SEND register.
- Fully comply with national frameworks and legislation relating to students with SEND.

- Ensure the accuracy and up-to-date information in our website published School Offer.

The SEND team works with others to support students with SEND, promoting and sharing experiences and information to develop the best possible practice. Provision is made to:

- Encourage and support all staff to improve their professional expertise regarding SEND.
- Establish and maintain links with feeder schools, other secondary schools, special schools, voluntary organisations and outside agencies that support students with SEND.
- Work effectively in partnership with parents in meeting their children's SEND, appreciating their knowledge, views and experiences.
- Deploy staff and resources to support students and teachers, and respond positively and sensitively to students with SEND, creating a happy, stimulating and caring environment in which students can thrive.

The school accesses additional services and interventions when necessary to work with students therapeutically alongside the SEND team, academic interventions, social emotional interventions and has a Student Support Base, The Harbour, which is permanently staffed.

Roles and Responsibilities

1.1 Governors

- Monitor this policy.
- Liaise with the Deputy Head Teacher (Teaching and Learning) and SENDCo over the general arrangements made by St Ives for the identification and assessment of students with individual needs.
- Ensure that an appropriate portion of the school's resources are allocated to meet the identified individual needs.
- SEN Governor contacts SENDCo regularly to discuss key issues.

1.2 Head of School

- Line manages the work of the SENDCo and SEN team.
- Ensures regular opportunities are available for in-service training.
- Ensures the SEN Governor is informed of current issues and provision.
- Approves SEN policy and ensures it is regularly updated and reviewed.

Assistant Headteacher

- Ensures an appropriate range of curriculum opportunities.

1.3 The Special Educational Needs Co-ordinator (SENDCO)

- Oversees the day-to-day running of the SEND department.
- Co-ordinates appropriate provision for those students with SEND.
- In conjunction with subject and pastoral staff, identifies students with SEND, maintains a register and ensures that an Individual Education Plan (Personal Passport) is implemented and reviewed.
- Ensures that all students issued with an Education Health and Care Plan are reviewed annually in accordance with LA regulations, and that the recommendations of the Education Health and Care Plan are upheld.
- Attends regular meetings with individual Year Leads and HOFs to communicate concerns regarding students with SEND, monitor their progress and review their placement on the SEND register.
- Advises all staff on matters of SEND, and liaises as appropriate with external support agencies.
- Manages a devolved budget and teaching assistant team.
- Liaises with other external services and manages referrals to external services for additional student support.
- Coordinates interventions and manages the evaluation of the progress of students involved in this area of additional support.

1.4 Teachers

- Responsible for meeting the needs of all students with SEND, liaising with the SENDCO regarding any cause for concern.
- Use IEPs (personal passports) to inform classroom practice, including target setting.
- Responsible for providing SMART targets for interventions in their subject specialism and monitoring the progress of these alongside the SENDCO.

1.5 Learning Support Assistants

- Liaise with the SENDCO and will be kept informed of all issues via departmental meetings.
- Communicate with subject teachers to ensure the needs of the students are met.
- Support successful learning in the classroom.
- Withdraw students from some lessons for interventions and evaluate the progress made during the intervention.

1.6 Parents

- Responsible for ensuring regular school attendance, for supporting school policies, helping their child to cope with academic life and for informing St Ives School of any problems/concerns.
- Attend meetings to plan, monitor and evaluate provision for their child.

1.7 Students

- Responsible for co-operating with their individual education plans.

Related Documents

- Education Act 1996
- Code of Practice 2014
- The Special Educational Needs and Disability Act 2001
- Removing Barriers to Achievement 2004
- Every Child Matters 2004