



Special Educational Needs Policy

1. Introduction

1.1 A definition of SEN

A child is defined as having special educational needs if she is having a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it means a child has a disability which needs different educational facilities from those that the school generally provides for children of the same age.

The children that require special educational provision are not only those with obvious learning difficulties, such as those that are physically disabled, deaf or blind. They include those whose learning difficulties are less apparent, such as slow learners and emotionally vulnerable children. It has been estimated that 20% of school children may need special educational help at some stage of their school life. (DFES 2003)

A student has Special Educational Needs if she is unable to achieve her full potential in the curriculum. The reasons may be anyone or a combination of the following: physical, social, emotional, sensory or intellectual.

1.2 Purpose of this Policy

The purpose of this policy is to ensure that:

- All pupils with special educational needs (SEN) are identified and supported in school
- There is support for the teachers to meet the learning needs of all pupils.
- Appropriate resources are available for pupils with temporary or long-term special needs.

2. School Procedure

2.1 School statement

The School offers every child a balanced and broad curriculum which is forward looking, innovative and of the highest academic quality. Our staff set standards of excellence for themselves and for their students, helping each child reach his/her full potential and recognise their individual needs. We believe that learning is enhanced by a happy, friendly and secure environment characterised by co-operation and mutual respect.

Through the formal curriculum and through a planned programme of activities outside the classroom, we cultivate self-confidence, independent thinking, tolerance and a sense of responsibility in our students. The school provides opportunities for pupils to develop their skills and ideas through the arts, sport and recreation, house activities and community involvement.

In addition to the aims embodied in the school statement, our particular aims for a student with SEN must depend on her individual circumstances, but in overall terms, our aims are to:

- Help, guide and encourage any student with SEN to develop his/her full potential as a member of his/her school and wider community.



- Tailor our use of support systems within the school, and where appropriate with the advice and help of outside professionals, to provide a planned programme of support for each individual with SEN.

Provision for pupils with SEN is not a peripheral activity but it is an entitlement, and the responsibility of our teachers.

2.2 SEN and the National Curriculum

All students should have access to the full National Curriculum and to a much wider range of academic and supplementary activities. Any temporary misapplication from aspects of the National Curriculum will be very unusual, and will be considered on an individual case basis.

2.3 Managing SEN

Special needs provision is planned to meet the needs of individual students. The *SEN* Co-ordinator is the Senior Teacher for Student Support who works closely with staff in the management of special needs provision.

2.4 Working with Parents

In handling SEN the school's policy is always to involve parents or guardians as fully as possible in the process, as a close partnership between school and home can be a vital element of successful practice. The school's SEN documentation ensures parental involvement.

2.5 Working with Students

Meeting special needs is most effective when we take into account, whenever possible, the views and wishes of the pupil concerned. Gaining the commitment of the student is a vital part of successful practice.

2.6 Working with Outside Agencies

At the School we place a very strong emphasis on the individual student. In most instances of special needs provision we will be able to provide support from within the school. Where appropriate, however, we will always seek the advice and help of outside professionals

In some cases special tuition or support can be provided at school. In other cases, in agreement with parents, the student's Individual Educational Plan provides for the use of outside professional support.