



Special Educational Needs/Learning Difficulties and Disabilities (SEN/LDD) Provision.

Principles and objectives:

1. We have regard to the definition of SEN stated in the 'SEN Code of Practice', 1:3: 'Children have SEN if they have a **learning difficulty** which calls for **special education provision** to be made for them.'
 - Students have a **learning difficulty** if they: have a significantly greater difficulty in learning than the majority of students of the same age; or have a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the Local Authority (LA). Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
 - **Special educational provision** means: educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LA.
2. We monitor all students who are not making adequate progress in four broad areas: communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development. This is achieved through Key Stage managers who liaise with the Learning Support Department.
3. We work closely with all parents/carers and we believe their support and involvement is vital to the success of students. They are encouraged to discuss any issues or concerns with the Learning Support Department, including at regular reviews.
4. We believe that **all** practitioners are teachers of students with SEN/LDD and differentiate according to the needs of the students in their care. Staff with concerns should approach the tutor in the first instance. If further advice is needed, the SENCO should be approached.

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5. Students with SEN/LDD are fully included into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Management of SEN/LDD within the school:

- The school adopts a graduated response which recognises a continuum of need. Further details can be found by looking at the Provision Map.
- Parents/carers are kept informed of any additional or different provision being given and are invited to contribute to and attend any review meetings about their child.
- Students who make slower progress are given carefully differentiated learning opportunities. Those working at Level 2 and below have their work differentiated by teaching assistants.
- We inform staff about student strengths as well as weaknesses in the form of a student profile for all students with Statements, at School Action Plus and School Action 1.
- Information is also shared with staff through the Learning Support Liaison Group, which meets each term.
- When a student is admitted to the school during the year and a special educational need is identified, an appointment is made for the student and parents/carers to meet with the learning support manager.
- Additional practitioners include teaching assistants, personal care assistants, school nurse and in school counsellors.
- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the students with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following: Educational Psychologist, Behaviour Support service, Speech and Language therapists, Physiotherapy Team, Inclusion Support service.

The role of the governing body:

- There is a governor with responsibility for SEN/LDD.
- SENCO gives termly update to the Governors.

Review:

- The SEN/LDD policy is subject to a regular cycle of monitoring evaluation and review.
- The SEN/LDD policy should also be read alongside the behaviour, student centre and equal opportunities policy as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

DATED:

SIGNED: Head teacher

SIGNED:Chair of Governors

REVIEW DATE: **MARCH 2011**