

Redditch RSA Academies Trust

Special Educational Needs (SEN) Policy Statement of Intent

Approved by : Redditch RSA Academies Trust Board
Date : 8th July 2015
Date of Next Review : Summer 2018



Special Educational Needs Policy – Statement of Intent

RATIONALE

The Redditch RSA Academies Trust is committed to ensuring that the necessary provision is made for every pupil in the schools' communities. The Trust is passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people from 9-18 with a learning difficulty, disability, disadvantage or special educational needs.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The Trust believes that all children with a Special Educational Need (SEN) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The Trust strives to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

OBJECTIVES

Provision for students with SEN is a whole school matter. In line with the new Code of Practice, all schools within the Trust will:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN gets the support they need.
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education, alongside students who do not have SEN, in order to maximize their achievement.
- Ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEN provision i.e. SENCO

CONTEXT

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action each school within the Trust needs to take to support students in mainstream education. It is not to fit students into specific categories.

IMPLEMENTATION OF THE POLICY:

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEN provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Enabling all SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- The quality of teaching students with SEN and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of students with SEN.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools' SEN provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the Trust Board every three years in accordance with the school's review cycle.

APPENDICES (Appendices to be attached specific to each school within the Trust providing specific details under the four following headings.)

- SENCO SPECIFIC ROLES & RESPONSIBILITIES Appendix 1
- IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2
- TRANSITION AND ADMISSIONS ARRANGEMENTS Appendix 3
- ACCESS ARRANGEMENTS Appendix 4