

Special Educational Needs & Disability

Special Educational Needs & Disability (SEND)

Status

Statutory

Purpose

Dacorum Education Support Centre (DESC) believes that each student has individual and unique needs. However, some students require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of students will have special educational needs (SEND) at some time in their centre career. Many of these students may require help throughout their time in centre, while others may need a little extra support for a short period to help them overcome more temporary needs. If these students are to achieve their full potential, we must recognise this and plan accordingly. DESC aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every student to experience success
- promote individual confidence and a positive attitude
- ensure that all students, whatever their SEND, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give students with SEND equal opportunities to take part in all aspects of the centre's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review students' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents/carers, other professionals and support services
- ensure that the responsibility held by all staff and Management Committee member for SEND is implemented and maintained.

Who was consulted?

We consulted local authority and national guidance.

Relationship to other policies

This policy should be read in conjunction with the policies on Teaching and Learning, Assessment for Learning, the Behaviour & Consequences Guide and Equalities Statement.

Roles and responsibilities of Headteacher, other staff and Management Committee

Provision for children with SEND is a matter for the centre as a whole. It is each member of staff's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the centre's procedures for identifying, assessing and making provision to meet those needs.

The Management Committee, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative member who takes particular interest in this aspect of the centre. The member of the management committee with special responsibility for SEND is Helena Marks.

The **Headteacher** has responsibility for:

- The management of all aspects of the centre's work, including provision for students with SEND
- keeping the Management Committee informed about SEN issues
- working closely with the SEND co-ordinator within the centre
- making all staff aware of the need to identify and provide for students with SEND
- ensuring students with SEND join in centre activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- seeing that the progress and attainment of children with SEND are monitored and evaluated when reviewing the effectiveness of the centre's support for children with SEND
- notifying parents if the centre decides to make special educational provision for their child
- The centre's reporting to parents on the implementation of the SEND policy
- ensuring that the implementation of this policy and the effects of inclusion policies on the centre as a whole are monitored and reported to the Management Committee.

The **Management Committee** will ensure that:

- SEND provision is an integral part of the Centre Development & Improvement plan
- The necessary provision is made for any pupil with SEND
- They have regard to the requirements of the *SEN Code of Practice* (2001)
- They are fully informed about SEND issues
- They monitor appropriate staffing and funding arrangements, and oversee and support the centre's work for students with SEND
- The quality of SEND provision is regularly monitored.

The **Special Educational Needs Co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students with SEND
- carrying out detailed assessments and observations of students with specific learning problems
- co-ordinating the provision for students with SEND
- supporting all deliverers/ teachers in devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of students with SEN
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, deliverers/ teachers and parents/carers
- maintaining the Centre's SEND records
- assisting in the monitoring and evaluation of progress of students with SEND
- contributing to the in-service training of staff
- liaising with the SENCOs in centres to help provide a smooth transition from one centre to the other and/or a smooth entry into centre
- taking part in Local Authority SEND moderation.

Deliverers/teachers are responsible for:

- including students with SEND in the classroom, and for providing an appropriately differentiated curriculum
- ensuring that they access all available information and support to enable them to make appropriate educational provision for children with SEND
- working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of children with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- use the centre's procedures for giving feedback to deliverers/ teachers about students' responses to tasks and strategies.

Links to support services

The Centre works with professionals within ISL and also other outside agencies to support the needs of students.

This could include:

ISL:

Educational Psychologist

SEND team

Attendance Team

Other agencies:

Child Development Centre (CDC)

School Nurse

CAMHS

Sensory and Physical Impairment Team

Communication and Disorder Team

Youth Connexions

BME Achievement Team

TYST

Social care

Arrangements for complaints

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a subject teacher/link mentor in the first instance. Anyone who feels unable to talk to the member of staff, or is not satisfied with the member of staff's comments, should ask to speak to the SENCO. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents/carers are advised to contact the Headteacher. The SEND Information, Advice and Support Service (SENDIASS) is available to offer advice.

Arrangements for monitoring and evaluation

The success of the centre's SEND policy and provision is evaluated through centre self-evaluation and reporting activities such as:

- monitoring of classroom practice
- Analysis of pupil tracking data and test results for individual students and for cohorts
- Value-added data for all students
- Analysis of exclusions data
- The Centre Development & Improvement plan, which is used for planning and monitoring provision in the centre
- Visits from Local Authority personnel and Ofsted inspection arrangements
- Feedback from students, parents and staff, both formal and informal, evaluating impact and celebrating success.