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**SEN
POLICY**

DUIHS

Special Educational Needs

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Complications

Pupils 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.

For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Policy Statement

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated. The school will have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Trustee in charge, the head teacher and learning support team, all other members of staff have important responsibilities.

All teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

When a young person is identified as having special educational needs, the school will intervene. Such interventions are a means of helping schools and parents match special educational provision to individual pupil needs. School will record the steps taken to meet the needs of individual children if a pupil is known to have special educational needs when they arrive at the school, the head teacher, SMT will:

- Use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in school.
- Early Identification Assessment is a continuing process that can identify pupils who may have special educational needs.
- The school will measure children's progress by referring to:
 - Evidence from teacher observation and assessment
 - Their performance against the level descriptions within the National Curriculum at the end of a key stage
- The key responsibilities of the Head of National Curriculum include: overseeing the operation of the school's SEN policy
- Liaising with and advising teachers
- Coordinating provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies