



Governors' Policy Statement on Students with Special Educational Needs

Issue No	Author/Owner	Date Written/ Revised	Approved by Governors on	Comments
1	KJM	July 2012	July 2012	
2	BJH	December 2014	14 January 2015	
3	BJH	December 2016	11 January 2017	

1 Principles

The school recognises that all students have individual and diverse strengths, weaknesses and learning needs. It is committed to ensuring that educational provision caters for individual differences and needs. Where a child has special gifts or talents these may be addressed by differentiated classroom materials, accelerated learning, mentoring, tutoring and modification of the curriculum, extended school activities and specific activities for Gifted and Talented students as appropriate.

Some students have identified weaknesses and needs that require additional and targeted provision and support. These are the students for whom the 1996 Education Act requires a school to adopt a policy and procedure. Such students may have one or more of the following special needs:

- Low levels of literacy and / or numeracy
- Dyslexia
- Dyscalculia
- Dyspraxia
- Autistic Spectrum Disorder (including Aspergers Syndrome)
- Social/Emotional and Mental Health (SEMH)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory impairment
- Physical illness or disability that prevents full access to the educational provision offered by the school.

This list is not exhaustive.

The school is committed to the inclusion of all children into the school's curriculum and activities, unless their special educational needs are so severe or complex that that the school does not have the resources, facilities, curriculum or expertise to meet them. It is committed to implementing the SEN Code of Practice (2014).

2 Identification

Students may be identified as having special educational needs by any of the following:

- Information from previous schools.
- Self-referral.
- Subject teachers observing and monitoring progress in lessons.
- Liaison with, and records from, previous schools.
- Referral by parents.
- Referral by outside agencies.
- Diagnostic testing.

3 Strategies

All students are placed in mixed-ability tutor groups and have full access to the whole curriculum unless they have an Education, Health and Care Plan which can exempt them from part of the National Curriculum. For children with special educational needs there is particular emphasis on providing resources, support, and teaching and learning strategies which take account of their individual needs and which enable them to take up their full curriculum entitlement and enjoy school life to the full. All teachers are teachers of students with special needs, with the guidance and support of specialist staff. There are regular progress reviews involving students and their parents and when appropriate, outside agencies.

Whenever appropriate, the school will seek additional funding for students with identified special educational needs in the form of Top Up Funding, although this is only granted in exceptional circumstances.

The majority of students with special educational needs have their needs met from the school's resources. Depending on the child's need and as resources allow, such provision may include:

- Tests to diagnose specific difficulties.
- Learning materials appropriate to ability and need.
- Access to specialist staff.
- Access to specialist resources and equipment.
- Teaching in a small group.
- Extra support in a lesson.
- Withdrawal from a lesson for individual help with specific skills.
- Provision of access arrangements in GCSE, Advanced Level and other examinations.
- Support and advice from outside agencies such as the Educational Psychology Service, the VLS and welfare, social and medical services
- Additional sessions before school for help with homework, handwriting, group work for spelling and Mathematics and other difficulties.
- Individual or small group social skills / behaviour management work.
- A modified school curriculum developed for the individual.
- Provision of specifically appropriate courses and related activities.
- Individual Personal Plans.

We place high importance on communication with parents, and outside agencies and their help in raising students' expectations and attainment. The role of the tutor and the Head of Unit in helping students to develop confidence, good personal relationships and appropriate behaviour is also vital.

All SEN policies, practices and procedures can be found in the SEN handbook which is available upon request and for school staff available on Frog.

4 Monitoring

This policy will be publicised to staff in the Staff Handbook and made available for printing to all parents and students via the school website. Monitoring is carried out in formal ways (e.g. exam reviews, SLT link meetings, SEN link governor) and informal ways (e.g. observations of students and SEN staff).

5 Evaluation

The SEN handbook, which details the procedures behind this policy is reviewed annually by the SEN Coordinator. The SEN policy is reviewed biannually. The review will include governors, parents, staff and students. The impact of this policy will be reviewed through the quality of provision by the Education Support Department. This policy will be supported by appropriate training where required.