



Category	Curriculum		
Document Name	Special Educational Needs Policy		
Approval By	St Dominic's School Governing Body		
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Related Policies

Document	Reference
<Related internal policies>	<Ref>

Reference Material

Guidance
<External resources and materials>

Related Documents

Name	Reference
<Related documents>	<Ref>

Introduction

School Statement:

At St Dominic's School we aim to meet the definition of Special Educational Needs (SEN), as stated in the Code of Practice. Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils and students of their age in school. At any point in their school life a child may have Special Educational Needs.

This policy ensures that curriculum planning and assessment for pupils and students with special educational needs takes account of the type and extent of the difficulty experienced by them.

The Disability Discrimination Act (2005) identifies the fact that some pupils and students with disabilities may have learning difficulties that call for special educational provision. However, not all pupils and students defined as disabled will require this provision. A pupil or student with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.



As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils and students because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils and students who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act.

We will assess each pupil and student as required, and make the appropriate provision, based on their identified needs.

Aims:

- to create an environment that meets the special educational needs of each pupil and student;
- to ensure that the special educational needs of pupils and students are assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupils' and students' special educational needs;
- to enable all pupils and students to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our pupils and students have a voice in this process.

Educational inclusion (see also School Inclusion Policy):

In our school we aim to offer excellence and choice to all our pupils and students, whatever their ability or needs. We have high expectations of all our pupils and students. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils and students to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils and students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All staff within the Waking Day respond to pupils' and students' needs by:

- providing support for pupils and students who need help with communication, language and literacy;
- planning to develop pupil's and student's understanding through the use of all their senses and of varied experiences;
- planning for pupils and students full participation in learning, and in physical and practical activities;



- helping pupils and students to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma, anxiety or stress, and to take part in learning.

All the pupils and students who join us have already been in early education. In most cases pupils and students join us with their needs already assessed. All pupils and students are assessed when they enter our school (see Admissions and Assessment Policy), so that we can build upon their prior learning. We use this information to provide base lines for the development of an appropriate curriculum for all our pupils and students.

We use a range of multi-sensory strategies that make full use of all available classroom and school resources. A variety of staff will offer interventions that are different from or additional to those provided as part of the school's usual working practices. This will form part of the Waves associated with Provision Mapping. The form tutor will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record, in a Personal Learning Plan (PLP), the strategies used to support the child. The PLP will show the short-term targets set for the pupil or student, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place half termly.

Pupils and students will also receive a range of therapies, as stated in their Statements, from the Speech and Language and Occupational Therapies, provided from the resident Therapy Department. This support will also be reflected in the PLP and will be part of the multi-disciplinary collaborative approach of the PLP process. The new strategies in the PLP will, wherever possible, be implemented within the pupil's or student's normal classroom setting.

Pupils and students with social and emotional difficulties will be guided and supported through the Pastoral Pathway.

The role of the SENCO is to:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to pupils' and students' special needs;
- support and advise colleagues;
- oversee the records of all pupils and students with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;



- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for pupils and students with special educational needs;
- contribute to the professional development of all staff.

The role of the governing body:

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils and students with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these pupils and students. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for pupils and students with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils and students with special educational needs. The 'responsible person' in this school is Mrs Caroline Allen. The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources:

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils and students with statements of special educational needs.

The Vice Principal School Business Manager informs the governing body of how the funding allocated to support special educational needs has been used.

Assessment:

We assess pupils and students on entry and annually as part of the Annual Review Process

- A three day assessment by SALT, OT, Medical, SENCO and boarding (as required) is carried out prior to a child being accepted at St. Dominic's.
- Every pupil and student is assessed annually prior to their Annual Review by the above departments. Reports are also provided by all curricular areas.
- Work is levelled half-termly to show progress.
- AfL (See AfL Policy) is used in all lessons to mark progress within and across lessons.



- The assessment of pupils and students reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum:

All pupils and students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use multi-sensory teaching strategies to meet pupil and student's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. (AfL)

Personal Learning Plans (PLP), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils and students experience success. All pupils and students have an PLP.

We support pupils and students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils and students from the classroom. There are times, though, when to maximise learning, we ask the pupils and students to work in small groups, or in a one-to-one situation outside the classroom. Pupils and students have access to both 1:1 Additional Support and Therapy sessions.

Partnership with parents:

The school works closely with parents in the support of all pupils and students. We encourage an active partnership through an on-going dialogue with parents. The home-school communication is central to this. Parents have much to contribute to our support for pupils and students with special educational needs.

The school prospectus (also available on the school website) contains details of our policy for special educational needs, and the arrangements made for these pupils and students in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.



We have regular meetings and correspondence to share the progress of pupils and students with their parents. We share the process of decision-making by providing clear information relating to the education of pupils and students with special educational needs.

Pupil participation:

In our school we encourage pupils and students and students to take responsibility and to make decisions. This is part of the culture of our school. Pupils and students are involved in their Annual Reviews by completing a questionnaire and by being central to the Review.

Pupils and students are involved at an appropriate level in setting targets in their PLPs and in PLP review meetings. They are encouraged to make judgements about their own performance against their PLP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and review:

The SENCOs monitor the movement of pupils and students within the SEN system in school. The SENCOs provide the Head of Education with regular summaries of the impact of the policy on the practice of the school.

The SENCOs are involved in supporting teachers involved in drawing up Personal Learning Plans for pupils and students and students. The SENCOs and the Head of Education hold regular meetings to review the work of the school in this area. The SENCOs and the named governor with responsibility for special needs also hold termly meetings.

The SEN Policy is subject to a regular cycle of monitoring, evaluation and review.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCOs report the outcome of the review to the full governing body.

Date: October 2012

Reviewed: July 2015

Next Review: July 2016

Approved by Governing Body –

Named Governor: MS Caroline Allen

Responsible person: Mrs Angela Drayton (Principal)

SENCOs: Miss N Jones (Key Stages 2 & 3) & Mrs Liz Godfrey (Key Stages 4 & 5)