
CHADWELL HEATH ACADEMY



SPECIAL EDUCATIONAL NEEDS POLICY

Updated 9th June, 2016
Currently under review

Special Educational Needs Policy Statement

Reference : Special Educational Needs and Disability Code of Practice (Department for Education and Department of Health, January 2015)

1. Basic Information

1.1 It is the responsibility of all staff to ensure that pupils with special educational needs are identified within their classes and that these pupils have access to the full curriculum by the provision of suitable resource material, which may require differentiation.

1.2 The SEN co-ordinator is the Head of Inclusion.

1.3 The SEN co-ordinator is responsible for ensuring that the SEN list is maintained and information disseminated to staff as necessary. The SEN co-ordinator is also responsible for ensuring the implementation of statements, in consultation with the Educational Psychologist and LEA representatives.

1.4 The School has no SEN specialism or special units. There are no special arrangements concerning admission to the School.

2 Identification, Assessment and Provision

2.1 The Learning Support Department is responsible for:

- * - the allocation of resources to named pupils on the Inclusion Register.
- * - assessment of reading, comprehension and spelling for all new entrants.
- * - compiling and updating the Inclusion Register half termly and informing all staff.
- * - diagnosing specific weaknesses and addressing these with individual pupils.
- * - maintaining regular contact with parents and providing regular reports on pupil progress
- * - maintaining records of pupils' progress using the Code of Practice's scheme of reviews and individual educational plans.
- * - informing teachers of pupils' specific targets

2.2 All pupils have access to the full curriculum, including the National Curriculum. It is the policy of the School that SEN pupils are integrated into mainstream lessons, receiving in-class support as necessary, rather than be extracted. Where it is considered to be in the educational interests of the pupil, short term extraction from specific lessons may take place. Disapplication is only applied where it is in the best interests of the pupil, and only after consultation with parents.

2.3 Criteria for evaluating the success of the school's SEN policy are co-ordinated and led by the Inclusion Department in co-operation with the Heads of Year and SMT.

2.4 Complaints about special educational provision within the School are dealt with in three steps.

Step 1 consideration by the Head of the Inclusion Department.

If this fails to resolve the complaint:-

Step 2 to complain to the Headmaster.

If the complaint remains unresolved then:-

Step 3 to complain to the Governing Body.

3. Information about the School's staffing policies and partnership with bodies beyond the schools:

- Subject staff are responsible for the production of differentiated teaching materials. To help them in this task the Inclusion Department is available as a whole school resource.
- There is a regular link with the governor responsible for SEN
- All staff have access to in-service training for meeting the needs of pupils with SEN and other additional needs.
- Termly cross-curricular meetings are held (LINKS) providing in-service training and updates on inclusion issues.
- Regular contact is maintained with the Educational Psychology Service
- The SENCO co-ordinates the work of outreach teachers and therapists.
- Primary feeder schools are visited to exchange information and good practice
- There is liaison with all external agencies - the police, social services, educational services and health authorities - as necessary.