



Special Educational Needs (SEN) Policy

SBU/MHA May 2018 – Due for review Summer 2019

Aims of the policy:

At Little Ilford School all staff are committed to enabling every student with Special Educational Needs or Disabilities to exceed their personal expectations and reach their full potential. We have the highest expectations and aspirations for all our students and enable them to develop the necessary strategies to overcome barriers to learning so that they can meet their full potential. The school will ensure that all students have access to a broad and balanced curriculum and we understand that through quality first teaching and targeted intervention our students will enjoy their learning experience.

This policy runs alongside the School's teaching and learning policy.

This policy is intended to ensure that:

- Students with special needs work to their full independence and build skills in resilience in order to support them in their transition to adulthood.
- The wide range of special needs within the school are recognised and that needs must be met on an individual basis under the auspices of the classroom teacher.
- All students are engaged in learning activities that will challenge them in order to increase their rates of progress.
- The curriculum is developed in order to enable access for students with special needs as well as enhanced learning opportunities for all students.
- Systems are in place to ensure systematic feedback and improvement for students with special needs at a personalised level.
- Achievements both inside and outside the classroom of students with special needs are recognised and celebrated.
- A high level of staff expertise to meet students' needs through training, coaching sharing links with curriculum areas is in place.
- Staff actively support parents and carers through well maintained relationships.
- Special needs identification, assessment and provision is the responsibility of all Little Ilford School staff.

SENCO (Special Educational Needs Coordinator)

The SENCO is responsible for leading the SEN team and ensuring the SEN policy is fully implemented. She/he is responsible for the day to day operation of the policy and for co-ordinating the provision across the school. In his/her absence the Head of Learning Support is responsible for the day to day operation of the policy. His/her work will be overseen by the SLT member who has overall responsibility for SEN within the school.

He/she also line manages the curriculum team leader in charge of the autism resource provision (ARP) and the behaviour support co-ordinator. There is a provision for Local Authority designated students with ASD. They will have separate admission arrangements. See the appendix for the Autism Resource provision.

The SENCO and SEN Department will liaise with external agencies who provide special needs provision to the school. These include:

Learning Support Service LBN

Special Educational Needs Section LBN

Behaviour Support Service LBN

Newham Hearing Impaired Service

Language, Communication and Interaction Service LBN

Newham Service for the visually impaired

School Nurse

Epilepsy Nursing Service NHS

Occupational Therapy Service

Child and Family Consultation Service

Child Development Centre

Speech and Language Therapy NHS

Hospital and home tuition service

Tunmarsh Centre

The SENCO and her team will also liaise with the following to ensure the needs of students with special educational needs are met-

Social services

Further education colleges

15 billion

ADMISSIONS ARRANGEMENTS

The school's admission arrangements for students with SEN are the same for all other students in line with the borough policy.

The SENCO and teacher responsible for admissions will discuss with parents and students how we can best meet the special needs of individuals. We have pupil profiles which are compiled with information gathered from primary schools, teachers and annual reviews. These will then be shared through a variety of formats to relevant staff.

ACCESS ARRANGEMENTS

- All curriculum areas above ground floor level are accessible by x2 person lifts. The lifts are located by staircase 2 & 3 respectively. The lifts are restricted to selected staff only through the issuing of a lift call key. Lift keys are also accessible from all PALs offices and the General Office in which keys are left for members of staff to be able transport students up or down the floors. Students who have access needs are identified and lift keys issued to the relevant departments. Students MUST be escorted by a member of staff when using the lifts.
- All entrances and exits are all wheelchair accessible apart from the staircase 3 entrance/exit which has steps from street level up to the entrance/exit doors.
- There are 5 disabled access toilets on the ground floor and 2 on each floor above ground floor level making a total of 11 disabled toilets in school.
- The access to the ASD Resource Provision (ARP) is via a classroom. The access is wheelchair friendly. There is a fire route to it via the outside gates.

INFORMATION ON THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND SEN PROVISION.

ALLOCATION OF RESOURCES

The SEN budget includes a sum for the resourced provision and for students with Higher Needs Funding.

REVIEWS

Annual reviews are held on behalf of all statemented students or students who have Education, Health and Care plans (EHC plans) and students who are receiving Higher Needs Funding.

Progress of targeted students at School Support is also reviewed regularly. There are rigorous monitoring and tracking procedures in place for these students and appropriate intervention is in place for students who make insufficient progress. The SENCO will apply for Higher Needs Funding and/or EHC plans for the most vulnerable SEN students if he/she deems this to be appropriate.

REGISTER OF SEN

All students with SEN will be recorded on a register of SEN, which will be circulated to all staff and will be updated at several points in the year following discussions with Pastoral Achievement Leaders.

CURRICULUM ACCESS

All students, including those with SEN have access to the National Curriculum and to a broadly based and balanced curriculum. Wherever possible SEN students will follow the whole curriculum. The exams policy allows students with SEN to access internal and external exams where possible.

Access for SEN students is improved through differentiation, collaborative activities, provision of appropriate resources and in class support where appropriate. Schemes of learning will include how SEN students will be able to access learning activities.

INTEGRATION

Little Ilford School supports the LA's policy on inclusive education and so aims to provide for a large range of special needs.

COMPLAINTS

Complaints from students with SEN or concerning students with SEN will be handled through the usual channels. The school acknowledges that this is a sensitive area where parents may need considerable support from the school.

Parents are also encouraged to seek outside advice from Newham Parent Partnership Service.

STAFFING POLICIES AND EXTERNAL LINKS

All staff are encouraged to attend internal INSET on SEN issues, and the training of staff is regularly updated. Members of the SEN department are encouraged to attend external training.

Induction will be organised on special needs issues for Newly Qualified Teachers and new staff to the school.

PARENTS AND CARERS

The school believes it is important to involve parents and carers in the educational progress of all its students. Parents / carers can have an important input by reinforcing learning, helping with homework and encouraging literacy. Parents will be involved with the graduated approach process.

Parental involvement is particularly important for students with SEN. All staff are encouraged to contact the parents of students with SEN to discuss progress or specific concerns.

EDUCATIONAL LINKS

Links have been established with partner primary schools. Visits are arranged to enable primary students to have taster sessions at the school. Links have been made with SENCOs. The department is actively involved in the transition programme and SEN staff meet the SEN students who are coming to Little Ilford.

Links have been established with both of Newham's colleges of Further Education. Statemented students or those who have Education, Health and Care plans have attended college link courses in years 10 and 11.

The 15 Billion Service is involved in planning for students with SEN from age 14 onwards.

Efforts are made to ensure a smooth transition from one educational sector to another for all students with SEN. Parents will be involved in the process of transition between all Key Stages.

HEALTH, SOCIAL SERVICES AND EDUCATIONAL WELFARE

The school nurse will advise on medical conditions which might impair access to the full curriculum. Information will be shared between the SENCO and medical agencies in order to establish a fuller view of students' needs. This will inform care plans where relevant.

Naveen Ahmed is the Designated Safeguarding Lead

The school will send a representative to social services case conferences concerning students whenever possible.

GOVERNORS

There is one governor with particular responsibility for SEN.

Review June 2019