

Earlscliffe (Sussex Summer Schools Ltd)

SEN POLICY

We seek to develop in each girl and boy the ability to work effectively, to communicate articulately, to approach life with a sense of competence, and to use to the fullest the gifts each of us has. We are a close knit community, a school, international in make-up and vision, working together to cultivate young minds and hearts.

Our goal is to develop independent-minded young men and women, eager to continue their studies and take their places as thoughtful citizens of the world. We believe that in the process of preparing and guiding young people towards intellectual growth and moral spiritual awareness, the beginning is everything

Aims:

We are aware that during their schooling, some pupils have additional needs. We are committed, working in partnership with parents and carers, to making appropriate provision for these students. This commitment is based on the following inclusive principals:

- Entitlement to an appropriate and relevant education is the right of all our students
- All students are valued equally and have the right to have their views heard
- Students with SEN are taught in every classroom and every teacher is a teacher of special educational needs.
- All staff have regard to the feelings of individuals of the school
- Parents are valued as partners.

Objectives of the Policy:

All students share the right to a broad, balanced and relevant curriculum. We have a positive approach to learning in which the emphasis is upon the challenge of creating curriculum and teaching opportunities appropriate to the students' needs.

The school will teach students with SEN together with their peers. The school does not have pupils on roll with a Statement of SEN.

The school will address the needs of pupils with SEN using targeted approach that ensures:

- All students are able to access a broad, balanced and differentiated curriculum
- The special educational needs of students at the school are identified and appropriate provision is made to meet those needs.
- The views of the students are listened to and valued.
- All students are enabled and encouraged to reach their potential.
- The school works in partnership with parents and those with parental responsibility to meet the needs of students.
- The provisions of the inclusion procedures are put into place.

Responsibility for co-ordination of SEN provision:

The Deputy Head has overall responsibility for SEN provision in school.

The Senior Management Team recognises its legal duty to make sure that the necessary provision is made for every student who has SEN, as defined by and in accordance with the 1996 Education Act and the Revised SEN Code of Practice (1.3 to 1.6).

The day to day co-ordination of provision for students with SEN is the responsibility of the Deputy Head. Duties include: daily operation of the SEN policy, maintaining the SEN register and discussing a student's needs with teachers, liaising with parents, where necessary and external agencies.

The Deputy Head publishes an internal register of SEN to all school based staff, outlining students' difficulties and making suggestions for arrangements and teaching strategies to help colleagues in meeting their needs effectively. Student files with Individual Education Plans are stored in the Staff Room. All staff have access to IEPs. Information is constantly updated and circulated to all staff via email.

The Identification, Assessment and Provision for all students with SEN:

Within the school every teacher has a responsibility for identifying and assessing pupils who may have:

- Physical or mental disabilities, or emotional behavioural difficulties that effect learning.
- Not reached realistic levels of competence
- Demonstrated social and/or emotional difficulties

Arrangements are in place to ensure the identification and assessment of the SEN of students across the curriculum. More focused diagnostic assessments are carried out by key staff, as appropriate, in consultation with members of a range of outside agencies.

Individual Education Plans (IEPs) are prepared for students.

We use a wide range of strategies of meet SEN. The school recognises that there is a continuum of special educational needs. Individual targets are set in consultation with students, parents, teachers and external agencies as appropriate. IEP's are reviewed twice a year, parents are invited to discuss their pupils progress and targets. Arrangements are made in order to meet students' changing needs.

In school, resources are allocated for provision to meet identified special educational needs. Students with SEN receive support, as appropriate, in subjects across the curriculum as provided by the subject teacher and Deputy Head.

The nature of teaching and learning (maximum class size of 9) at Earlscliffe provides a platform upon which students with SEN can feel comfortable and more confident in their ability to make meaningful progress and achieve or exceed their academic potential.

Admission Arrangements:

The school admits students with SEN, in line with inclusive practice, according to the same criteria as other students, provided admission is compatible with:

- The provision of efficient education of the students with whom he or she will be educated.
- The efficient use of resources

At present the school has no special facilities for providing access for pupils with more severe disabilities nor equipment, fixtures and fittings for their use.

Evaluating the success of provision:

As a result of the policy:

- Pupils will be taught in class with their peers as appropriate and make progress through working in groups or individually as specified by their needs.
- Pupils will make progress according to the SMART (Specific, Measurable, Achievable, Realistic and Timed) targets set for them.
- There will be an improvement in pupil achievement specifically related to literacy, e.g. reading ages, spelling ages.

Complaints Procedure:

If a parent wishes to make a complaint about SEN provision for their child they should:

- First contact and discuss the nature of the complaint with their child's class teacher
- If this is unresolved, the Learning Support Coordinator should be contacted for further discussion.
- From this meeting parents may still wish to arrange to discuss the matter with the Head Teacher
- If there concerns still remain, a written complaint should be made to the Senior Management Team.

In Service Training:

Earlscliffe values professional development opportunities for all staff. There are programmes of

in-service training and professional development to ensure the competence of all specialist and non-specialist teaching staff, in respect of special educational needs identification, assessment and provision.

Links to Support Services:

Earlscliffe recognises the need for effective collaboration of services involved with students and parents. In school there is a procedure to involve other professionals from outside agencies to take an active part in assisting staff in making a range of decisions to support parents and children in dealing with SEN issues.

Working in Partnership with Parents:

The school has an ongoing policy of partnerships with parents of all students. There are scheduled meetings throughout the year when parents can visit the school to view their child's work and discuss progress made by their child with the class teacher. Parents are given a copy of their child's IEP targets. The Learning Support Coordinator has an open door policy, aiming to ensure that parents can always make contact to discuss any issue concerning them.