



# SEN POLICY

## Context

---

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) Has significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision which is additional to or different from, the provision made generally for children of the same age in mainstream school.

Everyone at Ratton is committed to providing the conditions and opportunities to enable any child with SEN to be fully included in all aspects of school life. We are committed to working with parents and other agencies involved in supporting their child with special educational needs to raise attainment and ensure that all children find learning a positive experience. The special needs policy at Ratton supports the stated ethos of the school of:

**“Achieving Together”** through high quality teaching and care, ensuring that our students are happy and able to develop their potential as confident, creative, and caring citizens.

Our approach to Special Needs Education is based on our vision and values:

- We are a learning community where everyone has a valuable and unique contribution; We work hard to ensure that our SEN students are able to contribute to all aspects of school life, to ensure they are included in all curricular and extra curricular activities, and that any possible barriers to participation are removed;
- We work with parents and governors to provide a safe and disciplined environment in which to work;
- We respect one another and our environment. We respond to students’ diverse needs;
- We work together to achieve the best we can for our students and our community. We have a commitment to equal opportunities;
- We recognise achievement. We have high expectations of our SEN students, setting challenging learning targets and work to remove barriers students may have in reaching these targets;

Status:	Statutory
---------	-----------

---

## Purpose

In order to meet the special educational needs of our children at Ratton School we must:

- Identify those children who have SEN as soon as possible
- Provide intervention at a suitable level when a child is identified as having SEN
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum
- Use resources effectively to support children with SEN
- Assess and keep records of the progress of children with SEN
- Work with outside agencies who provide specialist support and teaching for children with SEN
- Inform and involve parents of children with SEN so that we can work together to support our children
- Liaise with teaching staff
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN.
- To ensure smooth transition from primary schools via liaison with staff
- To ensure smooth transition from Ratton to further education

---

Consultation	Governors Care and Guidance Student Welfare Parents' Group SEN Department Student Council Learning Leaders Primary schools
Relationship to other policies	Learning and Teaching Assessment, Recording and Reporting Planning Equal Opportunities Gifted and Talented Curriculum Policy Statement Race Equality
Relationship to standard operating procedures	

Role	Responsibility
Governors	<ul style="list-style-type: none"> <li>• Establish this policy</li> <li>• Monitor and review the effectiveness of this policy</li> <li>• Make an annual report to parents on the school's SEN provision</li> </ul> <p>Governor with responsibility for SEN has regular contact with the SENCO and the senior management of the school to keep up to date with, and monitor the school's SEN provision.</p>
Headteacher	<ul style="list-style-type: none"> <li>• Ensure wide consultation for the establishment and review of this policy.</li> <li>• Ensure structures are in place to support the effective implementation of this policy</li> <li>• Monitor and review the effectiveness of this policy</li> </ul>
Assistant Headteacher Inclusion	<ul style="list-style-type: none"> <li>• Take a lead in establishing strategies used to intervene effectively with SEN students</li> <li>• Monitor the effectiveness of strategies used in supporting SEN Students</li> <li>• Ensure that Progress of SEN students is effectively tracked</li> <li>• Work with SENCO to ensure staffing fulfils needs</li> </ul>
SENCO	<ul style="list-style-type: none"> <li>• Has responsibility for the day to day operation of the SEN policy</li> <li>• Maintains a register of children with SEN, and ensures that the records on children with SEN are up to date.</li> <li>• Works closely with the Head teacher, Assistant Head for Inclusion, the senior management team, the teaching and support staff in co-ordinating provision for our SEN children.</li> <li>• Manages the teaching assistants employed to work with individual children with statements or funding at school action plus and children with SEN throughout the school</li> <li>• Liaises with staff in school and agencies who have responsibility for child protection, attendance and family support issues</li> <li>• Works closely with the Care and Guidance and Welfare team in school</li> <li>• Works closely with parents of children with SEN</li> <li>• Liaises with outside agencies to gain advice and support for children with SEN</li> </ul>

	<ul style="list-style-type: none"> <li>• Contributes to in-service training for staff on SEN issues</li> </ul>
Teaching Assistants	<ul style="list-style-type: none"> <li>• Support SEN students to overcome barriers to learning either by supporting in classrooms or by withdrawing for more intensive work</li> <li>• Help produce information for parents</li> <li>• Contribute to in-service training for staff on SEN issues</li> <li>• Differentiate work and produce resources for teaching staff</li> <li>• Support students with exam concessions</li> <li>• Liaises with staff in school and agencies who have responsibility for child protection, attendance and family support issues</li> <li>• Works closely with the Care and Guidance and Welfare team in school</li> <li>• Support the inclusion of students through TAC</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Be aware of students' special needs</li> <li>• Plan activities that enable students to achieve</li> <li>• Differentiate work appropriately</li> <li>• Plan the work of any Teaching Assistant likely to work with students</li> <li>• Communicate with Teaching Assistants</li> <li>• Raise concerns regarding the identification of SEN students with the SENCO</li> </ul>
Care and Guidance Leaders	<ul style="list-style-type: none"> <li>• Communicate with the SENCO regarding students with SEN</li> </ul>
All Users	<ul style="list-style-type: none"> <li>• The School has a legal duty to eliminate unlawful discrimination, promote equality of opportunity and promote good employee relations. and</li> </ul>

---

## Arrangements for Monitoring and Evaluation

Date established by Governing body:	June 2011
Date for full implementation:	June 2011
Date of next review:	June 2012

### Appendices

SEN identification procedure  
Procedures for TA deployment at Ratton School  
SEN monitoring and tracking procedures

The framework for Ratton's Special Educational Needs Policy is provided by:

- The Green Paper for SEN 2011
- The White Paper on Education 2011
- Special Educational Needs Code of Practice 2002
- The SEN and Disability Act 2001.
- Key DfEE regulations and circulars on the organisation of special educational needs;
- The School Standards and Framework Act 1998;
- The Human Rights Act 1998;
- The Disability Discrimination Act 1995;
- The United Nations convention on the Rights of the Child (Salamanca Statement);
- The Education Act 1996;
- The Children Act 1989;