



TUDOR HALL

SEN Policy

AIMS AND OBJECTIVES

AIMS

1. To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with SEN, alongside their peers within the normal curriculum of the school, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
4. To enable SEN pupils to be familiar with a body of knowledge, skills and principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future.
5. To identify and assess pupils with SEN as early and thoroughly as is possible and necessary.
6. To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of the pertinent issues. When considering the ascertainable wishes of the child, her age and powers of understanding must be considered. The support of parents and pupils is crucial if an individual education programme (IEP) is to be effectively implemented.
7. To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

OBJECTIVES

These objectives relate directly to the seven aims of the SEN department at Tudor Hall and are intended to show how the structures and systems that are in place actually put the aims into practice.

1. a) The Headteacher and SENCO monitor our annual intake to ensure that pupils with Special Educational Needs (with or without Ed Psyc Reports) have not been refused admission or discriminated against because of their special needs.
- b) The SEN Department works closely with the senior managers of the School Curriculum and timetable to ensure that:
 - it is balanced;
 - it allows for differentiation according to individual needs;
 - it offers equality of opportunity

2. a) The SEN Department offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources. We work with subject teachers, parents and pupils in developing Individual Education Plans (IEP) and approaches to enhancing pupil self esteem.
- b) The SEN Department staff:
 - provide expertise in the education of pupils with learning difficulties;
 - provide expertise in the education of pupils with dyslexia
3. a) One on one support is always possible and so we tailor make class work and homework resources for our SEN pupils. Close liaison between subject teachers and the SEN staff is necessary if personal resources are to be made effectively. A sound knowledge of the subject scheme of work is also necessary.
- b) The SEN staff ensure that subject staff are fully informed as to the special educational needs of any pupil in their charge.
- c) The SENCO ensures that other schools or colleges to which they may transfer know our pupils' Special Educational Needs.
4. Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. The SEN staff believe that learning takes place most effectively in the context of a caring relationship and that good teacher-pupil relationships foster trust and promote self reliance and initiative.
5. The process of identification and assessment normally starts through liaison with our feeder schools and prospective parents. During the first three weeks of September all Year 7 pupils are screened for SEN. Parents are contacted if support is deemed necessary and they are asked to confirm in writing their agreement for support and the charges associated with it. specific requests for support are also considered from various sources including parents, teachers, etc. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as is possible within the limits of the resources.
6. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupils/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicates that a child has SEN. The parents are spoken to and consulted alongside the pupil with respect to background history, current and future needs and aspirations. Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of IEP. Case conferences are organised as appropriate and all concerned individuals will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference.

Signed:

Signed:

Date:

Review: Summer 2011