

SEN AT SPROWSTON COMMUNITY HIGH SCHOOL

SEN POLICY

Every Child Matters in our inclusive school and is entitled to reach his or her full potential. As a school we can ensure that we meet the wellbeing of all our students in every aspect of school life by giving them access to personalised teaching, learning and assessment opportunities.

The SEN policy at Sprowston Community High School aims to promote both excellence and inclusion for all students with SEN by:

- Planning for and supporting students' transition between junior, secondary and further education settings.
- Having realistically high standards to which students will be expected to adhere.
- Being committed to identifying any additional needs quickly and providing adequate intervention.
- Providing flexible learning paths and timetables.
- Providing support for students' emotional wellbeing.
- Planning for their participation in learning, physical and practical activities; providing equipment and specialist aids where necessary
- Providing access to ICT across the curriculum where appropriate.
- Encouraging students to attend extra-curricular learning activities.
- Regular assessment for learning that engages students in contributing to their progress and SEN provision.
- Liaising with LEA specialists including: Educational Psychologist; Behaviour Support; Sensory Support; English Language Support Service; Connexions; special schools and student referral units to facilitate successful inclusion.

Key elements for implementation of the SEN policy:

1 **Practical support – the Framework for Provision**

- SCHS will follow closely the procedures laid down in the Code of Practice (2001) and any future revisions.
- SCHS will make full use of LA expertise with intervention at School Action and will work in partnership with parents, keeping them informed and seeking permission when needed.
- Wherever possible SCHS will support children according to their need whether or not they have a statement.
- SEN assessments will be completed within the statutory timetable.
- Our primary aim will be to support children in mainstream classes in an inclusive way as possible.

2 **Staff**

- SCHS will ensure appropriate training for the Headteacher, SENCO, SEN specialist teachers, LSA's and teaching staff.

- SEN staff will be able to advise on current progress and provide relevant IEP's and information to teaching staff.
- Teaching staff will take every opportunity to enhance their skills in teaching children with SEN.
- Staff will be fully informed of the needs of SEN students in order to maintain progress and deliver a broad, balanced and differentiated curriculum.

3 Professional Development Staff

- We plan for all staff and the SENCO to be involved with further training in line with the priorities identified in the School Development Plan.
- We have regular SEN staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate. Individuals can access training that is necessary for their professional development.

4 Parental Partnership

- Develop and maintain positive parent/carer relationships through effective communication and support to enable the school to deliver a considered plan of support and education after acknowledging parental/carer preference.
- Where appropriate information and meetings will be available in community languages.
- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

For details of the implementation of the policy, refer to the SEN Faculty Handbook and SEN Yearplan.

November 2008.