



New Pasture Lane School SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

RATIONALE

All pupils may have special needs at different times and therefore a wide variety of strategies must be used to meet these needs as they arise. This policy will ensure that the school meets the needs of pupils identified in the 'Special Educational Needs And Disabilities Act 2001' and the 'Revised Code Of Practice For SEN – Jan 2002'. It will ensure that pupils with SEN or Disability are not discriminated against. This policy will be used to ensure that the funding that has been assigned by the Governing Body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

PURPOSES

1. To ensure that all students receive their entitlement to a broad, balanced and relevant curriculum.
2. To ensure that provision for students with special needs is central to curriculum planning
To recognize and record students' strengths and successes to encourage a positive self image.
3. To ensure that those with management responsibility and individual staff accept responsibility for planning, organization and delivery of appropriate educational material to pupils displaying special needs.

GUIDELINES

1. An on-going review at SMT will ensure that procedures and practice within the school do not deny students access to the whole curriculum.
2. Referral of students, considered having special educational needs, to be open to any member of staff
3. The Special Educational Needs Coordinator will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to request from the LEA a formal assessment of SEN.
4. The assessment of special educational needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff.
5. The Governing Body will have in place a system to ensure that parents are informed as soon as their child has been identified as having special educational needs.
6. INSET opportunities will continue to be considered for staff, to raise awareness and provide practical examples of suitable curricular materials.
7. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of materials in subject areas and specific advice to subject staff.
8. Active participation by parents to be encouraged.
9. The positive achievements of pupils must be recognized.
10. Statemented students will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

CONCLUSION

This policy should be seen as an integral part of this school's Development Plan, playing an important part in the educational development of individual pupils. Any complaints about the procedures that the school has regarding provision of SEN will be made to the head teacher who will respond and report the outcome to the Governing Body. This policy will ensure that disabled pupils and those with SEN are treated as favourably as others and that the school will make reasonable adjustments to avoid disadvantaging disabled pupils.

Approved and Ratified
Governors Meeting
1st March 2004

NEW DISABILITY ACT COMPLETED SEPTEMBER 2007

May 2013: This Policy will be reviewed once the Department for Education new legislation on Special Educational Needs provision is published (Due in 2014)