

Oakfield House School

SEN Policy



Policy Document (2014-2015)

Updated:	December 2014
Review date:	September 2015
Signed by:	

Rationale

At Oakfield House School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. This includes pupils with Additional Educational Needs including health needs and care needs.

All pupils attending the school have a Statement of Special Educational Need. Pupils defined as having Additional Educational Needs (AEN) are those pupils who experience a temporary or long term difficulty in accessing the curriculum that requires additional provision to be made for them: anything that is additional to or different from what is normally available at Oakfield House School.

Purposes

The specific objectives of the school's SEN policy are as follows:

- to identify pupils with AEN and ensure that their needs are met
- to ensure equality of opportunity for pupils with AEN and to eliminate discrimination, and remove barriers to learning
- to promote inclusive practice both within school and with local mainstream schools where practicable
- to continually monitor the progress of pupils with AEN
- to ensure parents are informed of their child's additional needs and provision and that there is effective communication between parents and school
- to ensure learners have the opportunity to express their views and are as fully involved as possible in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

Guidelines Procedures and Practice

- The named SEN coordinator for the school is Ms Angela Clark
- To ensure the needs of pupils with AEN are met
- When considering those pupils with AEN Oakfield House School adopts the framework of current Code of Practice and government recommendations and employs a graduated response to meeting Additional Educational Need. The SENCO

will be informed at all stages of any pupils who are giving cause for concern and will record this information using appropriate record.

- A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress and is giving cause for concern, the class teacher may consult with the Senior Leadership team /SENCO to ascertain if additional and / or different provision is necessary.
 - Pupils and parents will be fully involved and kept informed about the action to be taken by the school and proposed interventions.
 - If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress.
 - Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.
- Provision/action that is additional to or different from that available to all pupils will be recorded in the IESP/IBP. This will be written by the class teacher, in consultation with pupils, parents, carers and other relevant school staff. It may also involve consultation and advice from external agencies.
 - The IESP/IBP will be reviewed at least annually and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.
 - All pupils have access to professionals from a range of disciplines and external agencies, as identified on their statement of SEN. External support services play an important part in helping the school identify, assess and make provision for pupils with AEN.
 - As required multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for pupils with AEN. (This is subject to review at the time of the review of this policy).
 - The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development re meeting the needs of all pupils. The SENCO and head teacher take responsibility for prioritising the training needs of staff.

Conclusion

Staff at Oakfield House School have as central to their practice, the tenet of equality of opportunity for all pupils. Staff value all pupils of different abilities and will be constantly involved in the best ways to support all pupils' needs within the school and community. The principles and practices outlined in this SEN policy will be met through the teaching of all subjects and through other related policies and procedures.