

## The Darley Centre

### Special Educational Needs Policy

Objectives for Special Educational Needs within The Darley Centre

To provide effective learning opportunities for all pupils.

To give all pupils the right to a broad and balanced curriculum including the national curriculum. The right extends to every pupil of compulsory school age, whether or not he/she has a statement of special educational needs.

To identify and assess the needs of pupils who have special educational needs.

To ensure that all staff are aware of pupils with special educational needs, the nature of that need and how best it can be met.

To manage resources for special needs pupils.

To advise and assist staff in the differentiation of materials and about appropriate resources available.

To promote a working relationship with parents/carers and to ensure that they are made aware of all information relating to their child.

To promote an effective working relationship with outside agencies.

**The SEN Policy will contribute towards meeting these objectives.**

#### Personnel

The SEN Co-ordinator is Mrs Tamsin Bennett.

The named person for SEN on the Management Group is Mrs Val Clark.

#### Co-ordination of Provision

All members of The Darley Centre Team are responsible for the education of all pupils including those with special educational needs. The SEN Co-ordinator will oversee the work of all staff and oversee all aspects of SEN concerning pupils with special educational needs who are placed at The Darley Centre.

The role will include; the co-ordination of identification, assessment, monitoring, record keeping and administration.

#### Any Specialism and Special Unit

The Centre makes provision for a wide range of pupils with special educational needs. All pupils are taught in year groups where possible. Each group is supported by a Teaching Assistant. Some pupils will be withdrawn for individual work and/or counselling as negotiated.

## **Special Facilities**

The Centre is fully accessible for wheelchair users by the use of a single ramp and has a toilet for the disabled.

## **Allocated Resources**

This is used to provide support and resources for pupils identified through the Code of Practice as requiring interventions additional to or different from our usual differentiated curriculum.

Support will be allocated on a priority of needs basis and may involve 'buying in' expertise.

Each subject co-ordinator is responsible for the provision of materials and resources suitable for pupils with special educational needs. These are acquired and/or developed in consultation with the SEN Co-ordinator. Where appropriate, additional resources are allocated according to individual pupils' needs.

## **Identification, Assessment Arrangements and Review Procedures**

It is the responsibility of all staff to assist in identifying pupils with special educational needs. The identification procedure involves the use of parental information, data from previous placements, National Curriculum Key Stage Test Results, screening procedures and teacher observation. The on-going assessment and review procedures will follow the guidelines contained in the Code of Practice *and will form part of the Centres Planning and Assessment, Recording and Reporting Policy.*

## **Access to the curriculum for pupils with SEN**

Access to the curriculum is achieved either through differentiated provision, or is delivered by specialist staff whose work is supported by teaching assistants. Teaching assistants play a vital role in supporting pupils both inside and outside the classroom and by encouraging our students to be as independent as possible.

## **Inclusion**

Whilst we recognise that all pupils should have access to a broad and balanced curriculum it is sometimes necessary to provide specifically tailored programmes to meet pupil's individual and specific needs, which may reduce breadth and balance. This creates a fluid situation that is designed to meet the varying needs of the individual and careful planning ensures that their entitlement to the broad and balanced curriculum is not jeopardised in the medium or long term.

All our children are fully integrated into the social and pastoral life of the school. Each group is carefully monitored to ensure that each pupil is exposed to the whole school experience including the five learning outcomes within the Every Child Matters Agenda.

## **Complaints**

These will be dealt with under the Centre's normal complaint procedure.

## **SEN In-Service Training**

We see provision for special educational needs as a whole-school issue and aim to ensure that all colleagues are as well informed as possible about relevant legislation and our own internal provision.

See CPD Training file.

## **Support Services**

The school has access to the full range of LEA Support Services.

See Curriculum Planning file.

## **Partnership with Parents/Carers**

Parents/Carers are encouraged to be fully involved with all aspects of their child's education. This is done in a variety of ways including consultation meetings, review meetings, open days, telephone, letters, home/school agreements and informal meetings. We value the partnership of home and school working together with equal commitment towards the same end and recognise that our pupils will benefit more fully from the opportunities that we offer with this alliance.

## **Transition between Educational Placements**

Arrangements include:

- Liaison with previous placements to meet the pupils and staff
- Liaisons with future placements to meet pupils and staff
- Pupil and Parental visits
- Discussion with outside agency specialists regarding pupils with special educational needs transferring to us.

The Connexions Service are involved with pupils from Year 8 onwards and an increasing level of advice is given to both pupils and parents/carers prior to them leaving school. Relevant documentation is made available to any educational establishment to which the pupil transfers.

## **Further Links**

Links with the Health Service and all branches of Children's Services are conducted through the named persons in the respective organisations. The Centre utilises the services of the Educational Support Officers and links with Voluntary Organisations are developed as appropriate.

## **Evaluating the SEN Policy**

The named person on the Management Group with responsibility for Special Educational Needs will keep the Management Group fully informed with regard to all SEN issues.

Effective monitoring/evaluating of the SEN provision is dependant upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the SEN provision is undertaken are described below:

### **Pupils**

The effectiveness of IEP's as shown by pupils progress

### **Parents/Carers**

The number of parents/carers who attend review meetings

Any pertinent feedback from pupils and parents/carers

### **Planning**

The inclusion of Special Educational Needs issues in development planning

Time allocated to planning for pupils with Special Educational Needs

**Staff/Inset**

Staff involved in INSET courses relating to SEN issues  
Senior management involvement in SEN issues

**Independent Reports**

Analysis and publication of OFSTED/HM/LEA reports

**The Policy is reviewed on an annual basis.**

M Burnett

R Martin

All staff.

Headteacher

Senior Teacher