



WOLGARSTON HIGH SCHOOL  
Staffordshire



# SEN

## A Statement of Policy

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Date adopted by Governing Body:	<b>July 2007</b>	Date of last Review:	<b>June 2009</b>
Frequency of Review:	<b>Every 2 years</b>	Next Review:	<b>July 2010</b>

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Location:	<i>T:\JA KB Share\Policies\Current Adopted Policies\WHS Policy SEN.Doc</i>
Author:	<b>J Jeffries, D Clark</b>
Readability Score:	<b>21-22 Years</b>

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Signature of Headteacher: \_\_\_\_\_  
*P J Tapp*

Signature of Chair of Governors: \_\_\_\_\_  
*S Askew*

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## Statement

The school policy takes cognisance of

- The Special Educational Needs Code of Practice 2001 DfES/581/2001
- Staffordshire County Council Education Service Special Educational Needs Inclusion Strategy
- The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 (SI 2001 No. 3455) and
- The Education (Special Educational Needs) (Provision of Information by Local Education Authorities) (England) Regulations 2001
- The Disability Rights Code of Practice 2006

Wolgarston High School is committed to sustained and effective provision for all students, and recognises that there may be barriers that exclude some students from full access to education or from fulfilling their potential. These barriers may be based on social background, ethnicity or family circumstances. They may also relate to special educational needs that are not met or are met in ways that unnecessarily exclude the person from mainstream education. At Wolgarston High School, inclusion is about the removal of these barriers and the extension of opportunity so that everyone can feel they are full members of a learning society and that they are part of a culture of achievement.”

Wolgarston subscribes to Section 312, Education Act 1996 which says that: “Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.” Students have special educational needs if they have a learning difficulty or a vulnerability that calls for special educational provision to be made for them.

Students have a difficulty if they :

- a) Have a significantly greater difficulty in learning than the majority of children of the same age:
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority:
- c) Are less likely than their peers to achieve in any of the five **Every Child Matters** categories.

Students may be placed in one of three categories:

### School Action

Action’ is given when there is evidence that normal learning and teaching strategies have been tried to enable progress but have failed to give the student access to the curriculum. As a result students receive additional in-house support.

### School Action +

‘Action +’ is given when there is evidence that support through Action is not working for the student and extra provision, through specialised short term programmes in school or through outside agencies, has to be put in place. Evidence, from strategies tried through Action, is needed to support the move to this level.

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## Statement

A Statement of Special Educational Needs is given when all the above have failed to meet the special needs of the student, and their needs have to be met in various additional ways. At this stage, Staffordshire Council will determine the necessary provisions and the school has a statutory obligation to comply.

## *Operational (Practice)*

All staff have a responsibility to bring to the attention of the SEN Co-ordinator any child whose needs they believe are not being met. It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly. All teachers are teachers of pupils with special educational needs. The SENCO will oversee the day-to-day operation of the school's policy and will co-ordinate provision for pupils with special educational needs. This will include:

- Maintaining the school's SEN Register
- Overseeing the records of all pupils with special educational needs and coordinating Individual Educational Plans and/or Provision Maps
- Liaising with and advising other members of school staff.
- Securing relevant services from external agencies as needed.
- Liaising with the parents/carers of pupils with special educational needs and the pupils themselves
- Co-ordinating information for and Conducting Annual Reviews and Transition Reviews of children with statements of Special Educational Needs
- Selecting, supervising, training and developing Teaching Assistants
- Liaising with and briefing the designated link governor
- Vulnerable students will be primarily identified, monitored and supported through the work of the Attendance and Behaviour group (deputy headteacher, directors of student performance and personalised learning, FSSC, senior house leader). This group will maintain a register of vulnerable students and disseminate the information as necessary.

All staff may refer a student for consideration by the Attendance and Behaviour group, either directly or through the KLA and House tutor structures.

## ***Guidelines***

All staff will familiarise themselves with the SEN register at the start of each academic year and following any amendments. Information will be given to all staff and updated as is timely and appropriate.

Teachers will take reasonable steps to differentiate by task and outcome and take account of learning styles in order to facilitate access to the curriculum for all.

## ***Monitoring***

- Termly meeting with SEN link governor
- Outcomes of annual reviews of children with statements of Special Educational Needs
- Regular review of I.E.P./Provision map under the direction of the SENCO.
- Line management meetings between SENCO and Head teacher
- Meeting notes from Attendance and Behaviour group

## ***Commitment***

As a school, we are committed to making continuous improvement in all aspects of school life. This statement of policy is dynamic in that it is subject to monitoring, evaluation and modification. It will be reviewed on a biannual basis.

## ***Responsibilities***

Responsibility for this policy's introduction and implementation lies with the Head Teacher in consultation with the Governing Body. All staff, students, parents and carers have an active part to play in the evolution, development and maintenance of this policy.