**SPECIAL EDUCATIONAL NEEDS POLICY**

**FUNDAMENTAL PRINCIPLES**

At MIHSG we believe the following to be fundamental principles:

1. *All our teachers should be committed to the appropriate provision of the full curriculum to each pupil by understanding and following the principles of differentiated teaching.*
2. *Opportunities for home-school liaison should be encouraged, developed and maintained.*
3. *All pupils should have the opportunity to participate fully in every area of the school community without regard to race, educational ability or physical disability.*
4. *Care should always be taken to consider the pupil within the context of his/her home, language, culture and community.*

The aims of the school are to manage SEND through systematic provision mapping, whilst evaluating the effectiveness of interventions in terms of pupil outcomes. This approach should reduce bureaucracy and the need for some IEPs. As a school we will consider additional needs more broadly than only for those pupils with SEN.

There will be close links between the SENCO, Head of EAL, and pastoral staff providing essential support for girls with additional needs, in order to create a stable learning environment. The school’s curriculum is suited to the needs of the more able student and therefore the SEN profile is one of high ability, but there can be problems with achieving potential. This is further complicated by those whose first language is not English and emotional and social problems experienced by some girls with high ability. It is therefore a central part of the SEN policy to involve the whole school in the identification and education of those with special educational needs. In this way a realistic attempt can be made to address the individual needs of a diverse school population.

**In brief**

* All teachers are teachers of SEND and should have high expectations
* SEN should be a core part of performance management of all teachers
* Professional development needs to be in place for all teachers

**SCHOOL DEFINITION OF SPECIAL EDUCATIONALEEDS**

The DfES states that the term ‘Special Educational Needs’ (SEN) has a legal definition. Children with SEN all have **learning difficulties** or **disabilities** that make it harder for them to learn than most children of the same age. These difficulties or disabilities cover a wide range of needs. These include:

**Communication and Interaction (note – not EAL)**

(a) Speech and Language Difficulties

(b) Autism Spectrum Disorders

(c) Asperger’s Syndrome

**Cognition and Learning**

(a) Dyslexia, Speech and Language Difficulties

(b) Dyscalculia

(c) Dyspraxia

(d) Mild Learning Difficulties

(e) Moderate Learning Difficulties

(f) Severe Learning Difficulties

(g) Profound & Multiple Learning Difficulties

(h) Unspecified

**Social, Mental and Emotional Health (note – not Behaviour)**

(a) Social, Emotional, Behavioural Disorder

(b) Attention Deficit (Hyperactivity) Disorder

**Sensory and/or Physical**

(a) Mild to profound hearing loss

(b) Blind or Partially Sighted

(c) Multi-sensory impairment

(a) Cerebral Palsy

(b) Spina bifida and/or hydrocephalus

(c) Muscular dystrophy

(d) Significant accidental injury

(e) Other

**A GRADUATED APPROACH**

**Key: Code of practice stages of identification of SEN**

|  |  |
| --- | --- |
| Provision Map | Description |
| Wave 1  | Minimal Intervention: Classroom Strategies to Support learners |
| Wave 2 | Some Intervention: in addition to ordinary curriculum |
| Wave 3 | Specialist Provision: includes learners with Statements Pending or Statemented learners |

**Wave 1**

* *Pupils who have been identified as possible SEN will be closely monitored by* ***all*** *staff.  Future SEN provision may be necessary.*
* *Pupils who have recently been removed from Wave 2 Intervention. These pupils still need to be monitored closely.*

**Wave 2**

* *Identification of pupil requiring additional or different intervention to the usual differentiated curriculum.*
* *Evidence needed to support identification.*
* *SENCo carries out further assessment and helps in planning future support.  Monitors and reviews action taken.*
* *Specific provision made and reviewed termly.*

**Wave 3**

* *Despite Wave 2 intervention, pupil fails to make expected progress.*
* *More specialist assessment involving professionals from LA external agencies to inform planning and measurement of pupil’s progress if available.*
* *Specific provision revised in line with recommendations of consulted professionals.*
* *To include pupils whose review suggests Statutory Assessment is required. If pupils at this stage, the school will no longer be able to meet their needs and parents will be advised accordingly.*
* *Information collated by SENCo from pupil/parents/staff/other professionals on past and present action and support.*
* *SENCo draws up an individual Provision Map.*

**ROLE OF SENCo**

* Determines with Head and Board of Trustees the strategic development of SEN policy and provision
* Day-to-day responsibility for the operation of the SEN policy and co-ordination of provision
* Provides professional guidance to colleagues
* Working closely with parents/specialists
* Advises on deployment of the delegated budget
* Liaises with other establishments
* Works with SLT to meet standards
* Record keeping

The SENCo will identify and assess pupil needs and assess and review progress at regular intervals, evaluating the effectiveness of provision. They will provide auxiliary aids for learners if necessary and support moments of transition.

The SENCo will use ‘appropriate evidenced based interventions’ to support learners identified as not making progress and have clear ‘stretched’ expectations as outcomes. He/She will collaborate in the planning and review of support with class/subject teachers, parents and learners.

The SENCo will support staff in order to adapt the teaching and curriculum or make adjustments to the learning environment if necessary. He/She will provide staff development to facilitate support for learners with SEND.

The SENCo will keep accurate up-to-date records especially as evidence if Statutory Assessment required and use Provision maps can be used for all ‘additional to or different from’ in school.

**AIMS OF PROVISION MANAGEMENT**

To manage SEND through systematic provision mapping.

To evaluate the effectiveness of interventions in terms of pupil outcomes.

To reduce bureaucracy and the need for some IEPs.

Opportunity to extend concept to consider additional needs more broadly than only for those pupils with SEN.

Provision Maps are an ‘at-a-glance’ way of showing the range of interventions that a school makes for pupils with additional needs.

Provision Mapping is a system to match provision to pupil needs and evaluate effectiveness.