



Policy for

SEN Information Report and Policy

Responsibility

Head of Inclusion, Special Needs Co-ordinator (SENCO), Learning Support Staff

Aims

1. To ensure that all pupils receive a broad, balanced curriculum differentiated to meet their learning needs
2. To create an environment which values all pupils and enhances their self-esteem.
3. To raise the expectations of all pupils and staff encouraging a continuing improvement in standards and recognizing how pupils' achievements can be affected by those expectations.
4. To provide support for all staff in delivering the curriculum, as they work to meet individual pupil needs, in particular those with identified difficulties that are a barrier to learning.
5. To provide clear procedures for the identification, assessment and monitoring of pupils with learning needs.
6. To ensure a system is established for monitoring and evaluating all forms of Learning Support provision in the college.
7. To encourage active parental involvement in partnership with the college in support of progress and wellbeing.

Objectives

1. That all pupils, in particular those with Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory needs gain access to the curriculum.
2. That those pupils who may qualify for Access Arrangements are identified and assessed.
3. That Learning Support staff and Subject staff work in the classroom in a collaborative learning and supporting style. To be aided, in many cases, by clearly written 'Learner Profiles'.
4. That Learning Support staff working in Departments, across Departments and/or in specific subject areas work with teachers to plan and modify the curriculum where appropriate.
5. That Learning Support staff highlight the specific needs of their targeted students for the subject teacher.
6. That Learning Support/Special Educational Needs staff effectively track targeted individual pupils' academic progress across to ensure progress and targets are met.
7. The provision made for students with significant and high special Education needs is regularly monitored through the college plan, do and review cycle and panel meetings. Other SEN students' progress is monitored by the SEN team.

Ernest Bevin College

Guidelines

1. The Principal is responsible for the overall management of Learning Support, including Special Educational Needs within the college.
2. Every teacher has responsibility for the progress of all pupils in their classes, including pupils with Special Educational Needs.
3. The college and Learning Support staff in particular will identify learning targets for individual pupils with Special Educational Needs.
4. Learning Support staff in collaboration with the subject teacher will plan provision that is additional to and or different from the differentiated curriculum offered to all pupils.
5. The Learning Support Department will work together with targeted pupils and parents to review provision in the light of individual pupil outcomes.
6. Teachers and other staff should refer to Learner Profiles which can be found on SIMS.
7. The college recognises that students with special needs are more vulnerable to underachievement, often have lower rates of attendance, more commonly subjected to bullying and to abuse outside college. For this reason the SENCO is a key member of the Inclusion Panel which monitors the wellbeing of pupils each week. Staff should refer to weekly bulletins available in safebox.

