



23. SPECIAL EDUCATIONAL NEEDS POLICY

This policy was written with regard to the SEN Code of Practice 2001, the Nursery Education Grant 2002-03, the National Standards for Daycare and the DDA 2003.

23.1 WHAT IS SEN?

A child has special educational needs requiring special educational provision if he or she has a learning difficulty.

A child has a learning difficulty if:

- he or she has a significantly greater degree of difficulty in learning than the majority of children of his or her age

or

- he or she has a disability which prevents or hinders the use of educational facilities generally provided for children his or her age.

23.2 AIMS

- Thomas's aims to make special educational provision in addition to, or otherwise different from, the provision made generally for children of his or her age.
- All children will have access to Thomas's syllabus, including those with SEN. Staff at Thomas's will welcome children with special educational needs and will adopt a positive attitude towards all children's needs.
- Thomas's expects all pupils to achieve the maximum possible for their ability and recognises each student's achievements as well as his or her difficulties. Parents are invaluable partners and will be involved in decisions about their children's education.

- Thomas's aims to provide the best setting to meet the needs of children with SEN and monitors and evaluates sites and resources in order to effect improvements.

- **Children with statements of special educational needs**

The school as a whole, and the Head and the Special Needs Co-ordinator in particular, will co-operate with interested agencies and comply with the Code of Practice in ensuring appropriate support and provision for children with statements of special educational needs.

23.3 STRATEGIES

The SEN co-ordinators are responsible for the day-to-day operation of this school's SEN policy.

The SENCO's are:

Battersea Lower School	Catherine Ireland
Battersea Prep School	Sue Dillon
Clapham Lower and Middle School	Charlotte Mason
Clapham Upper School	Camilla Falconer
Fulham School	Annette Dobson (Head)
Kensington Prep School	Clare Cotton
Kensington Lower School	Sarah Heath
St Mary's Kindergarten	Iona Jennings (Head)
Pimlico Kindergarten	Tamara Spierenburg (Head)

- The School has a selected entry procedure. The Admissions Policy includes provision for children with SEN to have equal opportunity to participate. Every effort will be made to meet the individual needs of a child with SEN.
- Screening and tracking systems are in place for identification. (See also Assessment Policy)
- Through induction and in-service training teachers are made aware of and trained in recognising signs of SEN. A check list is provided by specialists from schools' support agencies for the initial procedure
- Termly plans will include information about differentiation
- The School is committed to working with parents and their views and contributions are valued.
- Pupils with SEN have equal access to all areas of the curriculum and are taught fully within their class sets unless being removed once or twice weekly for specialist one to one teaching within School Action Plus provision

- Individual education plans are reviewed regularly by the class teacher and the SENCO. Parents and children are involved in formulating the IEPs and provision maps.
- The SENCO will produce a list of resources held centrally.

23.4 PROVISION

The school must ensure that the curriculum, site and facilities are fully accessible to children with special educational needs. In the light of evidence about a child's particular needs, provision can include:

- improving access as far as is reasonable through physical changes to the building and by providing extra resources.
- appropriate and effective classroom management plans, with planning and differentiation to meet the individual's needs.
- ongoing consultation with parents and pupil, which is essential
- developing and maintaining links with support agencies, other mainstream schools and special schools through visits, following up former pupils, membership of professional bodies e.g NASEN
- alerting all teachers and support staff to the child's needs and providing appropriate training and literature
- helping the child develop appropriate practices for taking down and recording information eg. lap top computer
- providing alternative sources of information

23.5 EVALUATION

Any child who is named on School Action or School Action Plus should be the subject of a regular review until there is no longer cause for concern. The SENCO convenes the meeting.

The review must:

- assess the progress made by the child
- judge the effectiveness of the education plan and of the specialist involvement, if any
- review updated information
- plan future action and set new targets

- include teachers, parents and, where appropriate, outside specialists

23.6 STAFFING POLICIES

IN-SERVICE TRAINING

Provision for children with SEN is a matter for everyone in the School.

- The SENCO is responsible for the induction of new staff in terms of the school's SEN policy
- The SENCOs will attend regular training with the local education authority.
- The SENCO will lead regular training sessions on the methods of identification and assessment employed by form teachers and on classroom management
- The SENCO will advise individual staff and will seek out and promote sources and materials appropriate to individual teachers' training needs
- The SENCO will liaise with SENCO's from the other Thomas's schools to organise combined staff in- service training bringing in outside agencies and individuals.

SUPPORT SERVICES

- The school invites self-employed, specialist teachers onto the campus and offers parents the option of paying for individual or paired lessons. These teachers may be independent or may be attached to a body such as the Dyslexia Teaching Centre or Sally Wright Associates. These teachers agree to follow the School's policy and work through the SENCO.
- The school buys in screening, advisory and back-up services from a variety of professional bodies and individuals.
- The school advises parents on a wide range of available services and advice e.g. the Wandsworth Support Agency list and Parent Partnership service.
- Through the PTA a parent education programme includes guest speakers addressing parents on SEN issues

LINKS WITH SCHOOLS

The school places great emphasis on the procedure resulting in the correct choice of school for pupils to move on to.

- The Head and the SENCO make contact with the receiving school to discuss the child's individual needs.
- Support for parents in choice of next school and in preparing for transfer is offered by the Head and the SENCO
- Transfer of information is arranged with the parents' consent and includes the SEN file and the child's last school report.

23.7 COMPLAINTS

Any concerns or complaints about the School's provision for a child with SEN should be addressed in the first instance to the SENCO. The SENCO will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved, it should be referred to the Head of Lower School, The Head or the Vice Principal (for the Kindergartens) and the School's general complaints procedure will be followed. (see Complaints Policy)

23.8 REVIEWING, MONITORING AND EVALUATING THE SEN POLICY

- The SEN Policy is reviewed annually as part of the School's monitoring and evaluation cycle. The Vice Principal is responsible.
- The review includes looking at the effectiveness of identification, efficiency of record keeping, resources and provision.

This policy will be reviewed annually.			
Policy Reviewed:	December 2007	By:	Jill Kelham, Vice Principal
To be reviewed:	December 2008	By:	Jill Kelham, Vice Principal