

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY 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, Every Child Matters, the EYFS and the DDA 2003.

## **1. WHAT IS SEN?**

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

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.

## **2. AIMS**

Most importantly, Thomas's has an underlying belief in quality teaching practices and high expectations for all children.

- 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 and Disability 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.

### **3. STRATEGIES**

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

The SENDCO's are:

- Battersea Lower School – Catherine Ireland
- Battersea Prep School – Sue Dillon
- Clapham – Nathan Boller and Kathryn Mousa
- Fulham – Felicity Petersen
- Kensington – Clare Cotton
- St Mary's Kindergarten – Sophie Bignold (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.
- 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.
- Provision maps are reviewed regularly by the class teacher and the SENDCO. Parents and children are involved in formulating the provision maps.
- The SENDCO will produce a list of resources held centrally.

### **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, NAGC
- 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
- organizing access arrangements for CE exams

## **5. EVALUATION**

Any child who is named on School Action or School Action Plus, EYA or EYA+, should be the subject of a regular review until there is no longer cause for concern. The SENDCO 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

## **6. STAFFING POLICIES**

### **IN-SERVICE TRAINING**

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

- The SENDCO is responsible for the induction of new staff in terms of the school's SEN policy
- The SENDCOs will keep abreast of professional developments and current good practice
- The SENDCO will lead regular training sessions on the methods of identification and assessment employed by form teachers and on classroom management
- The SENDCO will advise individual staff and will seek out and promote sources and materials appropriate to individual teachers' training needs
- The SENDCO will liaise with SENDCO'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 the West London Children's OT Practice. These teachers agree to follow the School's policy and work through the SENDCO.
- 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
- 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 SENDCO 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 SENDCO
- Transfer of information is arranged with the parents' consent and includes the SEN file and the child's last school report.

## 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 SENDCO. The SENDCO 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)

## 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.

<b>This policy will be reviewed annually.</b>			
Reviewed: October 2011	By:	Jill Kelham, Vice Principal	No changes
Reviewed: January 2011	By:	Jill Kelham, Vice Principal	Changes made
Reviewed: March 2010	By:	Jill Kelham, Vice Principal	Changes made
Reviewed: January 2009	By:	Jill Kelham, Vice Principal	Changes made
Next Review: September 2012	By:	Jill Kelham, Vice Principal	