



BENNERLEY FIELDS SPECIALIST SPEECH & LANGUAGE COLLEGE

SPECIAL EDUCATIONAL NEEDS POLICY OCTOBER 2014

School Vision:

Bennerley Fields is a welcoming community. Learning and communication are promoted through hard work, respect, friendship and belonging. Together we inspire and motivate each other to aim high for the future.

We respect the fact that our children all:

- Have different educational needs and aspirations.
- Require different strategies for learning.
- Need specialist interventions in terms of their Speech, Language and Communication.
- Need a breadth and range of experiences, people and environments in order to support and generalise their learning.

Objectives

- To meet each individual child's needs by providing appropriate and motivating learning opportunities.
- To provide a relevant curriculum and develop the child or young person in line with the objectives set out in their current Statement of Education or Health & Care Plan as this transfer occurs.
- To engage Parents in a strong, purposeful relationship with school as we meet the needs of their child together.
- To provide appropriate resources and a multi-agency approach as required.
- To ensure access to specialist approaches to teaching, learning, behaviour management and personal and social development.

Role and Responsibilities

Governors

The Governors monitor the provision at the school by receiving termly reports on the school's specialist activities and developments, and have the opportunity to come into school to see these in action and monitor outcomes. The School Improvement Committee has oversight of the development of policies and the School Improvement Plan, which has developing skills in regards to SEN practice at its heart. Governors attend all parents/carers evenings and family events to ensure they remain in touch with parent/carer views about the school.

SENCO

The school's Special Educational Needs Co-ordinator (SENCO) has responsibility for securing the administrative procedures associated with the new Code of Practice. Their role involves running Person Centred Reviews and in ensuring pupil progress towards the objectives in their statement/outcomes in the ECH (Education, Health & Care) plan. Parents/Carers are always encouraged and actively enabled to be involved in this process. All children/young people contribute to their review in a style and length of time that is right for them.

Senior Leadership Team (SLT)

The SLT provide leadership in the school in identifying professional development needs and implementing training designed to meet the specialist needs of the pupils. They monitor each child's progress against their statement objectives/ECH outcomes and ensure resources are available to support their needs. As the needs of children admitted to Bennerley Fields change and become more complex the SLT remain flexible in the way they seek to meet these needs through staffing and organising the learning environment responsively.

Teachers

Class Teachers ensure all the SEN's of their pupils are met through well pitched, individually targeted planning.

Teachers ensure that a wide variety of learning opportunities, both in the school setting and in the community, are provided and that these activities will engage all children. Teachers provide learning opportunities that build self-esteem, self-confidence, communication and self-expression, independence and functional skills. Teachers work closely with families to meet the needs of their child. Teachers also work closely with a wide range of professional partners to meet the needs of each child.

Statutory Review Arrangements

Annual Reviews of each child's Statement/EHC plan follow the LA's procedures.

Parental Involvement

Parents' contribution to their child's education is seen as invaluable. They are involved in termly parent/carer consultations and annually at the review of the Statement/EHC plan.

In addition the school:

1. Provides training activities for parents and carers.
2. Enables parents and carers to meet in a "self support" group.
3. Offers practical strategies for parents to use at home in overcoming behavioural and learning difficulties in the form of dialogue and resources.
4. Employs a Family Support Worker to support and promote family engagement with school, as well as to signpost to external and voluntary agencies that can offer help.
5. Provides opportunities and a room for parents to meet with other professionals eg. speech therapist, paediatrician, teacher of hearing impaired/sight impaired, physiotherapist.

School Procedures

Systems are in place to:

1. Review Individual Behaviour Plans where they exist.
2. Carry out the statutory review procedures.
3. Conduct emergency/interim reviews where necessary.
4. Recommend changes to the Statement and/or request additional resources/staffing facilities.