

**Caldicot School  
Ysgol Cil-y-Coed**



**CALDICOT SCHOOL**

**SEN POLICY**

**May 2017**

Ratified by Governing Body on 16<sup>th</sup> May 2017

## 1. Opening Statement

This policy has been written in line with The Special Educational Needs and Disability Act 2001.

Definition of special educational needs/additional learning needs:

- Pupils with additional learning needs (ALN) have learning difficulties and disabilities which make it harder for them to learn or access education than most other pupils of the same age.
- A pupil with special educational needs (SEN) may need extra or different help at school because of cognitive and learning difficulties, physical difficulties, medical difficulties, sensory difficulties, behaviour, emotional and social development, communication and interaction or a combination of these.

## 2. Aims

The main aim at Caldicot School is to develop the full potential of each pupil in all aspects of school life, and in order to achieve this aim the school has a whole school approach towards pupils with SEN/ALN.

Caldicot School aims to:

- ensure that all pupils are happy and safe within a rich learning community;
- to ensure that all pupils achieve their full potential, academically and personally;
- to ensure that all pupils have the skills, knowledge and understanding to take their place as responsible citizens in society and within their community;
- to ensure that all pupils value education as a lifelong experience that will continue into the world of work and leisure.

## 3. Outcomes

The school plays an important part in assisting the personal and social development of pupils as they mature, and is committed to achieving the following outcomes from this policy:

- Pupils who have high expectations of themselves.
- Pupils who have developed a set of values to include honesty, tolerance, respect, responsibility, self-discipline and self-esteem.
- Pupils who are able to develop sensitive relationships, both within the school community and in their lives outside the school.
- A whole school inclusive approach to SEN/ALN that gives all pupils access to a broad, balanced and relevant curriculum in line with the National Curriculum and the school's stated aims.

#### **4. Procedure**

4.1 Mr S Mock, Deputy Headteacher is the school's SEN Co-ordinator (SENCo), with responsibility for the day-to-day operation of the school's SEN Policy.

4.2 Mr Mock is also Manager of the school's Special Needs Resource Base (Caldicot Learning Centre), with responsibility for the management of its staff and pupils and co-ordination of the educational provision for pupils in the 'A' and 'Buffer' classes.

#### **4.3 Admissions**

All pupils admitted to the Caldicot Learning Centre are done so by negotiation with the Local Authority. All 'out of catchment' pupils with special educational/additional learning needs are admitted to the school in accordance with the Local Authority's Admissions Policy.

#### **4.4 Identification and Assessment**

SEN/ALN pupils are identified by various means:

- As part of the school's primary / secondary transition arrangements and attendance at Year 5/6 Annual Reviews; special needs forms an important aspect of the information gathered in this process.
- Information provided by external agencies e.g. Educational Psychologist.
- Referral by teachers.
- As part of the school's assessment procedures.

Extensive records are maintained for each pupil on the school's SEN/ALN register. All procedures are in accordance with the Code of Practice introduced by the SEN and Disability Act 2001, and are reviewed regularly.

#### **4.5 Curriculum Access**

- The allocation of resources to support pupils within Caldicot School with SEN/ALN is as MCC policy and direction.
- Pupils in Caldicot Learning Centre are taught in small groups, mainly by staff who are specifically trained in meeting the needs of pupils with SEN/ALN.
- A member of staff from Caldicot Learning Centre is attached to each department and regularly attends SEN link department meetings, in order to assist in developing strategies to meet the additional learning needs of pupils at School Action/School Action Plus stages.

#### **4.6 Integration/Inclusion**

- Pupils attached to Caldicot Learning Centre are integrated fully within their peer groups. Pupils within the 'Buffer' classes register with their peers on a daily basis and follow a differentiated curriculum in small classes.
- Additional provision is made for pupils acquiring extra literacy and numeracy support. Furthermore, pupils' social and emotional needs are met through Communication Skills groups and Anger Management support.

- All SEN/ALN pupils are invited to an annual or transition review meeting. Parents are also encouraged through close communications with SENCo/Teaching Assistants to involve themselves in the education of their children on a regular basis.
  - The Caldicot Learning Centre is committed to the further development of additional support for all its pupils in order to meet their individual needs.
  - Pupils are encouraged to work to their full potential and fully participate in all aspects of school life.
  - Close links exist with all feeder primaries and the specialist SEN/ALN provision in Monmouthshire and neighboring authorities.
- 4.7 In the event of any complaint regarding SEN/ALN, contact should be made in the first instance with Mr S Mock, Deputy Headteacher and SENCo.
- 4.8 SEN/ALN training forms an important part of the school's continuing professional development programme for the whole school to include subject departments and SEN/ALN staff.
- 4.9 The school makes regular use of, and works closely with, outside agencies such as the school's Educational Welfare Officer, Monmouthshire SpLD Service, Educational Psychology Service, the School Medical Officer, Social Services, the Speech and Language Service, Hearing and Visual Impaired Services, SEN Careers Service, Disability Sports Wales.
- 4.10 The school recognises the importance of working closely with the parents and carers of pupils with SEN/ALN and the partnership involved. Parents are encouraged to contact the school at any time to discuss their child's progress or any concerns.
- 4.11 The school has regular contact with feeder schools to ensure appropriate transition arrangements are made for all vulnerable pupils.
- 4.12 The Caldicot Learning Centre has regular contact with post 16 provisions to ensure that its pupils make a smooth transition into the next phase of their education.
- 4.13 Pupils' progress is regularly reviewed in line with the Code of Practice.

## **5. Monitoring, Evaluation and Review**

- 5.1 Mr Mock will evaluate the SEN Policy on an annual basis by:
- close monitoring of the use of resources;
  - holding regular meetings with SEN/ALN staff and Teaching Assistants;
  - ensuring effective assessment and identification procedures;
  - maintaining individual IEPs and records;
  - having due regard for the number of pupils on the SEN/ALN register, the numbers of pupils at each stage of the SEN/ALN register and the numbers of pupils at each stage of the Code;
  - close monitoring of the personal and social progress of pupils.

- 5.2 Mr Mock will make any further recommendations regarding this policy to the Governing Body.
- 5.3 The Governing Body will regularly review this policy and associated procedures in order to ensure its continuing effectiveness.