

# ST. BONIFACE'S ROMAN CATHOLIC COLLEGE



## Special Educational Needs Policy

2008/2009

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P.D.Fairweather Chair

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# St Boniface's College

## Special Educational Needs Policy – Learning Support Policy

### The Five Fundamental principles of the SEN Code of Practice

- A child with Special Educational Need should have their needs met
- The SEN of children will normally be met in mainstream schools
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the national curriculum.

*Working within the framework of the Every Child Matters agenda to achieve the five principals and outcomes whatever the background or circumstances.*

### Rationale

St Boniface's College provides "an ordered environment within which young people can grow to maturity in knowledge and manner with clarity of purpose each according to their ability..."  
'College Prospectus'

St Boniface's College recognises "the dignity and significance of each individual within the school..."  
'College Prospectus'

St Boniface's College Special Educational Needs policy is rooted in the teachings of the Church related to our Mission Statement and Diocesan policy documents referring to special needs.

At St Boniface's we recognise that **all** students, including pupils with SEN and Learning Support Needs share the same entitlement to receive a broad, balanced and relevant curriculum, including the National Curriculum, suitably differentiated and taking into account intellectual, behavioural and cultural needs.

We aim to prepare each student for the opportunities, responsibilities and experiences of adult life whatever his/her ability, providing learning experiences which lead to full development of potential and personality, whether he/she is a student experiencing learning difficulties or the most able/talented of pupils at the College.

At St Boniface's we wish to create a climate inclusive of special educational needs and where the quality of education offered **to all** is of the highest standard **as reflected in the Kite Mark Inclusion Award.**

## Educational Provision for Special Educational Needs

### Definition

***‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’ ‘Section 312 Education Act 1996’***

**“Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school’s headteacher, SENCO and learning support team, and all other members of staff have important operational responsibilities. *All teachers are teachers of pupils with special educational needs.*”**  
*‘Special Educational Needs Code of Practice. November 2001 Chapter 6 6:2’*

At St Boniface’s College the Governors, Headteacher and Staff at all levels share the responsibility for ensuring that provision for pupils with SEN is considered in all policy and practice documentation.

### Specific Issues

Plymouth Local Authority is under a duty to educate children with SEN in mainstream schools.

- Our school and the LA have adopted the graduated approach to special education provision.
- Our school and the LA work towards inclusion within the school curriculum.
- Our school must tell parents that we are making special educational provision for the child.
- Our school involves pupils in the SEN process.
- We now have the right to request a statutory assessment.
- Our school is aware of the requirements of the role of the SENCO as set out in the Code of Practice.
- Our school is aware of the funding provision of the LA and ensure appropriate educational provision is planned and implemented.

Our school understands that the LAs are now required to establish independent disagreement resolution procedures as a means of arriving at an informal, early resolution of any conflicts relating to SEN. We at St. Boniface’s recognise that a constructive partnership between parents, school and LA is clearly preferable as a means of resolving conflict though the participation in local disagreement resolution arrangements does not affect parents’ rights to appeal to the SEN Tribunal if they so choose.

## Admissions

The disability provisions of the Special Educational Needs and Disability Act made changes to the existing framework for children with special educational needs and placed new anti-discrimination duties on schools, including our school, and other education providers.

We at St. Boniface's understand the four main implications of Part 1 of the Act are:

1. Provision of information for parents.
2. Timescales set in relation to tribunals etc.
3. Schools to inform parents on SEN provision being given for their child and to allow schools to request an assessment of a pupil.
4. The strengthening of the right of children with SEN to be educated within mainstream school.

The Special Educational Needs and Disability Act imposes a duty on LAs to ensure if possible that children with SEN/Disability are educated in mainstream schools.

Part 2 of the Act - We at St. Boniface's understand that new duties on providers of school and post -16 education requires that disabled pupils should not be treated less favourably, without justification for a reason which relates to their disability. Schools including St. Boniface have a duty to plan strategically and make reasonable progress in increasing accessibility to premises and to the curriculum – **accessibility plan**

Children who have SEN but who do not have a statement and who apply for admission to the school must be treated in the same way as any other applicant. Where a child has a Statement of SEN and the parents want him or her to be educated in a LA mainstream school the parents' wishes will prevail. Where a maintained school is named in a Statement the Governing Body must admit the child to the school unless the LA thinks that the child's inclusion would be inappropriate and or harmful to the education of other children.

## Graduated Response

At St Boniface's we recognise that the individual, specific needs of students are most effectively managed through the adoption of a graduated response that includes a wide range of strategies. '6:23. *SEN Code of Practice*'

For SEN pupils in the secondary phase the Code recommends that the school should intervene when necessary at a **School Action and School Action Plus** level and **Statutory Assessment procedures undertaken where there is cause for significant concern, moving towards provision of a Statement of SEN if the child is not progressing and the school cannot make further provision within its resources.** This graduated response model embodies the principle set out below, central to the Code and to which all schools, including our school should have due regard.

- provision for a pupil with special educational needs should match the nature of their needs.

- there should be regular recording of a pupil's special educational needs, the action taken and the outcomes.

*The graduated response model is given due regard within our school's planning, intervention and policy documentation.*

## **The Role and Responsibilities of the Governing Body, Headteacher, SENCO and all other members of staff of St Boniface's College**

### **Specific Responsibilities**

It is the specific responsibility of St Boniface's College **Governing Body and the Headteacher Dr Jim Murphy**, to ensure that appropriate SEN provision is in place.

**'Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's headteacher, the SENCO or SEN team and all other members of staff have important responsibilities.'** See *Code of Practice*

**Link Governor for SEN is Mr David Kavanagh 2008.**

### **The Governing Body should/must:**

- **The governing body should**, in co-operation with the headteacher, determine the school's general policy and approach to provision for children with SEN/Learning Support Needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- **The governing body may** appoint a committee to take a particular interest in and closely monitor the school's work on behalf of children with SEN.
- **The governing body must** report to parents annually on the school's policy on SEN.
- **The governing body should** make sure that they are fully involved in developing and monitoring the school's SEN Policy.
- **The governing body should** make sure that all governors, especially any SEN link governors are up to date and knowledgeable about the school's SEN/Learning Support Provision, including how funding, equipment and personnel resources are deployed.
- **The governing body should** ensure that SEN provision is an integral part of the school development plan.
- **The governing body should** ensure that SEN provision is continually monitored.

## The Headteacher

- **The headteacher** has responsibility for the day-to-day **management** of all aspects of the school's work, including provision for children with SEN. The headteacher should keep the governing body fully informed and also work closely with the school's SEN Co-ordinator/Head of Learning Support (SENCO) and team.

## School Staff

- **All teaching and non teaching staff** should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying assessing and making provision for pupils with SEN. All teachers are teachers of SEN.

## SENCO

- **The SENCO and team**, working closely with the headteacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for day-to-day **operation** of the school's SEN policy and for co-ordinating provision for pupils with SEN, particularly through *Statements School Action and School Action Plus*.

*The education of **all** students, including **the least and the most able**, is the responsibility of **all** teachers.*

*The key responsibility for co-ordinating special educational needs provision lies with the named special educational needs co-ordinator.*

*The College's SEN Co-ordinator is **Margaret Harvey B. Ed. Cert. Ed.***

**Key responsibilities**

- Overseeing the day-to-day operation of the school's SEN/Learning Support policy.
- Liaising with and advising fellow teachers.
- Managing the SEN/Learning Support team of teaching assistants.
- Co-ordinating provision for pupils with special educational needs and additional needs.
- Overseeing the records on all pupils with special needs.
- Liaising with parents of pupils with special educational needs and additional needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, the Connexions PA, Health and Social Services, Parent Partnership and appropriate professional and voluntary bodies.

January 2009